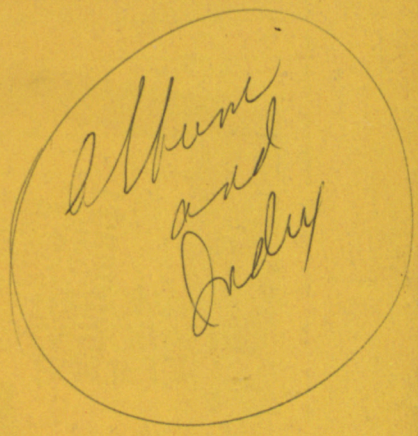
The Journal of the NATIONAL EDUCATION ASSOCIATION

TODAY'S EDUCATION

January-February 1975



- Benjamin Spock on Today's Children
- Leon Jaworski on Leadership in Citizenship
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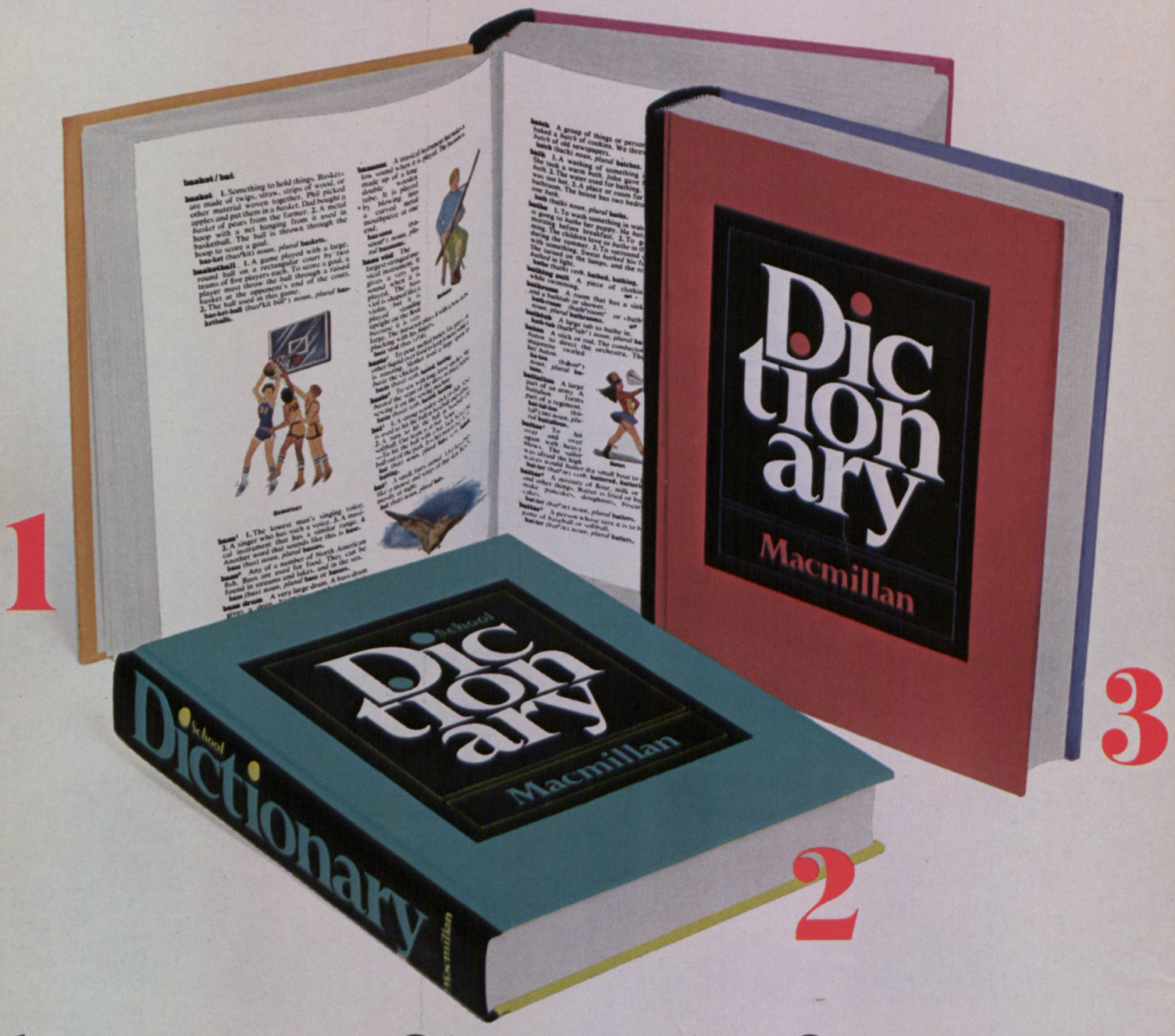

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SPECIAL FEATURE

70 **Bilingual Education**
Albar A. Peña, Mari-Luci Jaramillo, Margaret S. Gordy, NEA Government Relations, Betty E. Sinowitz

ARTICLES

5 **Bilingual-Multicultural Education**
James A. Harris
16 **Children Need a Pole To Grow On**
Benjamin Spock interviewed by Harold G. Shane
21 **Some Complexities of Accountability**
Dave Darland
22 **What To Do Before the Censor Arrives**
Ken Donelson; Reactions by Frances C. Dean, H. Keith Sterzing
28 **Anatomy of a High School Humanities Course**
Frances M. Carter
33 **Black Students at White Colleges**
Henry Johnson
37 **Tired and Frustrated Teachers**
David W. Adams
42 **The Importance of Fantasy**
Sara Massey
44 **Mathematics: Yesterday, Today, and Tomorrow**
George L. Henderson
49 **Sex Bias in Textbooks**
Lenore J. Weitzman and Diane Rizzo
53 **Guidelines for Equal Editorial Treatment of the Sexes**
54 **Leadership in Citizenship**
Leon Jaworski, Helen D. Wise, *The Washington Post*, Joel F. Henning, Samuel Brodbelt
60 **Straight Answers on Career Education**
Kenneth B. Hoyt
63 **A Report on National Assessment in Seven Learning Areas**
J. Stanley Ahmann
65 **Eulogy for a Dead Classroom**
Carolyn Kleinfeldt
67 **Parent-Teacher Conferences**
Hugh H. Carberry
90 **A Teacher's Guide to the Energy Crisis**
Joyce G. Sartwell and Richard P. Abell

CONTINUING FEATURES

110 After All
14 Audiovisual Materials by *Carolyn Guss*
100 Books
86 Classroom by *Jane Tylor Field*
106 Developments
107 Free or Inexpensive
98 Law and Teacher Rights
6 Letters
27 Light Touch by *Steve Brody*
109 New NEA Materials
88 Ownership Statement
111 Reader Service
10 Research Clues by *Alexander Frazier*
109 Teacher Opinion Poll

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EDITORIAL

Bilingual-Multicultural Education

By JAMES A. HARRIS
NEA President.

In recent years, regional and national pressures have been building for educational programs that recognize and respect the language and cultural diversities existing among the children of this country. There has been a growing awareness that the so-called "melting pot" theory does not represent an adequate assessment of the real situation. What this nation has had and will have are many ethnic/cultural groups who maintain a degree of diversity and heterogeneity in language and traditions while to a degree melding in with each other in group and individual interactions.

A recognition that our country's strength is based both on the similarities and the differences of its people virtually mandates educational programs that recognize these similarities and differences. Only with such programs will young people learn to deal effectively with each other on a basis of mutual understanding and respect in a manner productive for individual, community, and country.

In its 1974 report, the NEA Task Force on Bilingual-Multicultural Education defined bilingual education in the context of a multicultural curriculum as "a process which uses a pupil's primary language as the principal medium of instruction while teaching the language of the predominant culture in a well-organized program encompassing a multicultural curriculum."

The Task Force believes that such an educational program benefits all students. It enables minority students to use their language and culture as a base (to be reinforced, not denigrated or ignored) from which they can develop abilities and acquire knowledge in the English language. It enables majority children to share such learning experiences and achieve a richness in learning that might not otherwise be possible.

Since our ethnic/cultural groups have many different needs, one kind of bilingual-multicultural education program will not necessarily do for everyone. The needs of Puerto Rican children in New York City may differ from those of Mexican American children in Albuquerque, Cherokee children in Oklahoma, or Chinese children in San Francisco. National, state, and local governments and school districts must therefore be sensitive to those needs and provide necessary resources, support, and teacher training to insure initiation of suitable programs which satisfy clearly established educational objectives. The NEA and its state and local affiliates should make certain that such sensitivity is the rule rather than the exception.

The NEA, I am proud to say, has been a leader in this movement for bilingual-multicultural education: The Association has sponsored conferences on the topic and has lobbied on behalf of bilingual education in the U.S. Congress. It has had several task forces dealing directly or indirectly with the issue, including the present multiracial, multicultural one devoted exclusively to bilingual-multicultural education. The NEA Representative Assembly and Board of Directors have established policies and programs to engender greater understanding of the concept within the profession and the public, and greater acceptance by governmental decision makers.

The 1974 *Lau vs. Nichols* decision of the U.S. Supreme Court, a case supported by NEA, established more firmly a student's right to an appropriate educational program when his or her primary language is not English. Equally important, NEA along with other concerned organizations successfully lobbied with Congress to establish the 1974 Bilingual Education Act—part of the 1974 amendments to the Elementary and Secondary Education Act of 1965.

Among provisions of this landmark legislation are a strong emphasis on preparation of teachers, an Office of Bilingual Education in the U.S. Office of Education to administer the Act, a mandate for USOE to conduct a thorough assessment across the country to determine the need for and status of bilingual education and report back to Congress, funds to help states develop their own programs, a National Advisory Council on Bilingual Education involving teachers, fellowships in the field of training teachers, and a charge to the National Institute of Education to do necessary research.

If monies authorized in the law are fully appropriated to implement the programs, a significant step will have been taken in resolving learning problems that affect some 5 million children who have a primary language other than English and in drastically reducing their high drop-out rate.

The NEA is committed; the federal government and some state governments are becoming committed. Continued positive action by our local, state, and national associations is needed to insure effective local programs to provide equal learning opportunities for our children and, ultimately, to enable people to deal more constructively with our great resource of heterogeneity. Accomplishment of this will represent a national asset of a people better educated to relate effectively and humanely with each other and a nation better prepared to relate effectively and humanely with the leaders and peoples of other countries. □

[See the special feature on pages 70-84 for more information on this subject.]

LETTERS

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. Therefore, if you are currently a member, please paste the mailing label from one of your recent copies of Today's Education *at the top of your letter. Please also indicate your school, position, and home address.*

Mr. Fuller and the World

"Remapping Our World" (November-December) is an excellent article. R. Buckminster Fuller views global problems with rare objectivity.

I must comment, however, on his reference to Kipling's "The Ballad of East and West." Mr. Fuller makes the mistake of quoting only part of the poem. One who reads the entire work discovers that Kipling's views are similar to Mr. Fuller's.

—Mary Catharine Strahm, *Topeka, Kansas.*

I'd like to obtain a copy of the water-ocean world map upon which Mr. Fuller based part of his discussion. Where may I obtain one?

—Richard Z. Hartranft, *director of secondary education, Cheyney (Pennsylvania) State College.*

Write for information about the maps to R. Buckminster Fuller, 3500 Market St., Philadelphia, PA 19104.

It was shocking to read in Fuller's article that the British Empire was the "first-ever *spherical* world empire." He states, "All previous world empires of Charlemagne, Genghis Khan, the Moors, the Romans, or Alexander were flat map empires of 'civilization' lying within the thus-far explored Eurasian continent and the northern parts of Africa."

What about the Spanish Empire founded under Ferdinand and Isabella, which at the time of their grandson, the Emperor Carlos V, included Spain, other parts of Europe, the Philippines, islands in the Caribbean, parts of North and South America, and parts of North Africa?

It is strange that Fuller never mentions an empire that lasted 300 years.

—María Gutíerrez Spencer, *Silver City, New Mexico.*

Suppose, as Mr. Fuller does, that a committee had been formed to manage people and resources in 1810. Further, suppose that a person like James A. Harris made proposals then similar to those he makes in "Drastic Proposals for Educational Improvement" (November-December). What might the quality of life be like today?

But, according to Mr. Fuller, probably no one would have listened in 1810. Will the right people listen to Mr. Harris today?

—Elsie Bullen, *classroom teacher, Aston (Pennsylvania) Elementary School.*

"Teachers, Power, and American Myths"

The article by Al Raby and Stephen A. Perkins (November-December) is an exquisite example of failure by our educational system. In an educational journal yet, the authors demonstrate a clear lack of ability for critical thinking, e.g., while they appear to oppose materialism as a measure of success, they advocate the collectivization of teachers to gain power to gain more money—the materialism they would have us think they eschew!

Teachers' interests will be best served by serving the interests of all.

—William M. Jackman, *chairman, Art Department, and coordinator of humanities, Cobleskill (New York) Central School.*

"Teachers, Power, and American Myths" is a refreshing, forthright article. It is encouraging to see such a thought-provoking item in our professional magazine.

—Anita Unge, *South Pasadena, California.*

I can't, with any degree of certainty, prove or disprove the myth or reality of teacher power. With a master's degree and six years' experience, I earn $10,500. Had I taught 40 years, I'd be making $13,000! I'm hard-pressed finding evidence of political power here.

—Ronald L. Stouffer, *Reading, Pennsylvania.*

November-December Issue

Although I have been a member of NEA for 26 years, I can't recall reading a more enjoyable edition of *Today's Education* than the November-December one. Professional, educational, entertaining, thought-provoking, informative, and stimulating are the adjectives that came to my mind as I read and reread the magazine.

—Donald W. Lucas, *principal, Abraham Lincoln High School, San Jose, California.*

Liberal Education

I wholeheartedly agree with Father Hesburgh's observation that a liberal education is a ("basic kind of preparation for effective living" ("Higher Education in Transition," November-December). However, the age in which we live demands knowledge of skills and specific information. Recent liberal arts graduates are painfully discovering that they have neither.

—Denis S. Ahearn, *New Rochelle, New York.*

"Much I Had Forgotten"

How utterly horrifying for Dr. Hunter (November-December) to suggest that permitting a child to be bopped on the head with a book is appropriate behavior.

Encouraging or conditioning a victim to be passive and endure bodily assault is to condemn him to a future life of constant insult and fear. It is far more therapeutic to encourage a child to defend himself.

These ivory-tower suggestions made by our so-called experts do untold harm.

—M. Millman, *classroom teacher in an inner-city school, East Los Angeles.*

If you had not published anything but Dr. Hunter's article, the magazine would have been worth publishing. I'm glad I'm an NEA member; otherwise I would have missed a most uplifting article.

—Shirley Peters, *Los Angeles teacher.*

Testing Partners

While pair testing ("A Different Approach to Classroom Testing," November-December) may have some merit at the college level, I am somewhat skeptical of the benefits for junior and senior high school students.

I do not see how this system could work in a curriculum based on mastery of behavior objectives by each student. Also, in the real world of public education with its large classes, this testing system would cause teachers to spend considerable time organizing appropriate testing pairs. The potential benefits, if any, of this system are not clear.

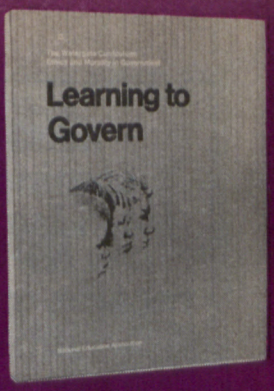
—G. Wayne Mosher, *coordinator, Title III Continuous Progress Science Curriculum Project, Parkway School District, St. Louis, Missouri.*

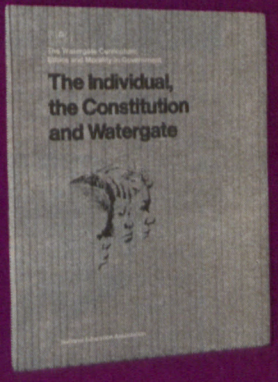
For the past seven years, I have used the method described in "A Different Approach to Classroom Testing" with what I consider to be gratifying results.

I found that seventh and eighth graders react just as enthusiastically as twelfth graders do to the method. I have also found that students understand questions

(Continued on page 8)

The Watergate Curriculum: Ethics and Morality in Government





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LETTERS
(Continued)

better with this method than when they take tests by themselves, that they spend more time on tests, and that they cheat less.

However, lazy students sometimes rely on their partners to do the work. Also, some students are not compatible, and a few prefer to take tests alone.

—G. Edward Carroll, *counselor and teacher, Pine Knot (Kentucky) High School.*

Student Requests Too Costly

The Montana Chamber of Commerce will no longer be able to provide replies to individual student letters requesting Social Study Course resource materials. The cost of supplying these materials has become prohibitive.

We will continue to provide teachers with comprehensive resource information and material packets for either their personal files or for use in school libraries.

—Del Siewert, *executive vice-president, Montana Chamber of Commerce, Helena.*

Many offices are unable to fill large numbers of student requests for materials. Teachers might check with appropriate offices before asking students to write for materials.

Competition for Women

The Advancement Fund of Women in Communications, Inc. and the Edward L. Bernays Foundation will award $1,000 for "the best plan to aid women in communications in achieving parity with men in opportunity or advancement, remuneration, and other recognition for equal merit, from job entry to top position in policy making and direction." The competition is open to all women.

Entries must be postmarked before midnight, March 15, 1973. For more information, contact Women in Communications, Inc., 8305-A Shoal Creek Blvd., Austin, TX 78758.

—Caroline I. Ackerman, *chairman of the Jury of Award* (617-437-2897).

Educational and Cultural Enrichment

A new project of the Smithsonian Institution, "Aids for educational and cultural enrichment," in the form of color slides, written scripts, and audio cassettes will be for sale in the near future.

We would like teachers to let us know what topics they think can be made into interesting educational units from the National Collections (the National Museum of History and Technology, the National Museum of Natural History, the National Air and Space Museum, the National Collection of Fine Arts, the National Portrait Gallery, the Joseph H. Hirshhorn Museum and Sculpture Garden, and the National Zoological Park). Write directly to: Photographic Services, Smithsonian Institution, Washington, DC 20560.

—Anne Melton Kimzey, *consultant, "Smithsonian Aids for educational and cultural enrichment."*

Guide to Education Publications

I would like to obtain a directory of education publications. Is one available?

—Ella Edwards, *counselor, James Madison Junior High School, Upper Marlboro, Maryland.*

America's Education Press *lists facts about nearly 1,800 education journals and newsletters. It is available for $7.50 from the Educational Press Association of America, Communications Department, Glassboro State College, Glassboro, NJ 08028.*

Rebuttal to Pearl

I could not at first bring myself to believe that Arthur Pearl's commentary ("Letters," November-December) on Jean Dunaway's article was for real. I am both astounded and saddened that a person holding any position in one of our major universities—especially having to do with education—could hold such a sterile concept of an effective teacher's necessary relationship with children.

"They don't need her love." Quite the contrary, Mr. Pearl, they desperately need to experience the caring of their teachers if they themselves are to be able to gain the self-respect so necessary to becoming good students, good citizens, and yes, Mr. Pearl, good lovers. Ms. Dunaway does not deal with information, she deals with human beings, and information, leading to true knowledge, is one of the avenues we use to help a child reach out.

If you someday decide, Mr. Pearl, to teach young children, you will find that they are not "relatively easy to seduce," but will respond with tremendous creative and intellectual energy to honesty on your part. And then, well, tell us about that, why don' cha?

—James Kenward, *second grade teacher, Sacramento, California.*

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Francis R. Gemme, consultant to the Institute of Children's Literature is President and Publisher of Young Readers Press.

by Francis R. Gemme

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Have you ever read a children's story and said, "I can do better than that"? Have you ever deplored the lack of good new literature for young readers? Do you love children? Do you want to do something important with your life? And earn the rewards and satisfaction of writing for children? That very attitude may be the signal that you can do it. For the desire and interest must come first.

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Once you understand and utilize the basic techniques, writing for children may be easier than you think. Your personal experiences, fantasy, human nature, nature itself, hobbies, all lend themselves to good subjects. Many of these have been written about – plainly and simply – and have been published. You probably have within yourself many children's stories only you can write.

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The Institute of Children's Literature was founded to encourage more and better writing for young readers. Top writers and publishers have worked together to create this professional course to teach you to write for children and teenagers. People like Lee Wyndham, a teacher and author of forty-eight books, ranging from the picture book age into the high teens, and over two hundred short stories, articles and serials–Hardie Gramatky, author and illustrator of many famous children's books like his *Little Toot* – and John Ledes, President of Astor Honor Books, who has published many award-winning children's books. Together we have written and published hundreds of books and magazine articles for young readers. We know how to write – how to teach – and how to help you get your writing published.

Learning to write and sell.

The early success of the course has been repeated time and time again by people like yourself who knew in their hearts they could write good things for children.

This course will train you step by step, from writing an opening sentence through the writing and selling of a finished manuscript. Yes, you will have a completed manuscript when you finish the course.

Your own instructor.

Because writing is such a personal profession, we believe that the teaching of this course must also be personal. That is why in addition to writing materials, text books, instruction and assignments, you will receive personal guidance from your own instructor on every lesson.

The instructor chosen for you will be a professional writer who will stay with you throughout the course. He will show you how to utilize your personal feelings, experiences, imagination and interest to write for children–in your spare time at home.

Work at your own pace.

A writing course is best learned at home when you feel like working. You and your instructor can work together at the pace and depth desired.

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Although many writers of children's books earn $10,000 to $15,000 and more a year, the benefits of a writing career include the challenge, the excitement, and great satisfaction of doing something important with your life. When you complete this course you will be a qualified writer with a future. And what a future!

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RESEARCH CLUES

By ALEXANDER FRAZIER
Professor of Education, The Ohio State University, Columbus.

Findings like those reported here have to be assessed carefully. What works in one situation may not in another. A single study seldom settles an issue or determines "the truth" once and for all. Knowledge accumulates slowly.

But new ideas deserve our consideration and often repay it. Moreover, we may sometimes be struck as much by the audacity and ambition of a researcher as by his or her results. If a study opens up a new field of speculation for us, that may be contribution enough.

Does recitation still have a place in the classroom?

With the current emphasis on individualized study and open discussion, teachers may wonder whether they can justify taking time to question students about a common assignment. But a recent study shows higher retention by students who recited after reading compared to those who simply gave the assignment a second reading.

See Walter Del Giorno and others. "Effects of Recitation on the Acquisition of Prose." *Journal of Educational Research* 67: 293-94; March 1974.

Are today's young of one mind?

No, says a *Scholastic Magazines* report of its 1973-74 high school opinion polls. On only six of the 37 poll topics was there as high as two-thirds agreement on any one possible response. The greatest proportion of students supported the proposal that everybody should have a right to a college education (96 percent).

Other opinions that large numbers of students subscribed to were as follows: belief that individuals can succeed if they try hard enough, 80 percent; no sex preference in boss, 79 percent; opposed to closing school for a month to save fuel, 77 percent; in favor of a ban on smoking in public places, 69 percent; and belief that letters to Congressmen and Congresswomen are not seriously considered, 69 percent.

See *What Today's Young People Are Thinking*. New York: National Institute of Student Opinion, Scholastic Magazines, 1974.

When do parents intervene in TV watching?

In a sample of suburban children (from homes with an average of three sets), interviewers found the chief cause of parent intervention was settlement of disputes among siblings over which program to watch. Second cause was to keep children to family schedule—mealtimes, bedtime. A poor third, mentioned by a minority of those interviewed, was stepping in to determine which programs children should watch.

See Lawrence H. Streicher and Norman L. Bonney. "Children Talk About Television." *Journal of Communication* 24: 54-61; Summer 1974.

How well do retarded children adjust when placed in regular classes?

The present report concerned an attempt to measure the social behavior of four groups of children at work in their classrooms: segregated educable mentally retarded youngsters (EMR's), integrated EMR's, low-IQ children kept in regular classes, and children of average intelligence.

Twelve behaviors in the hostile-aggressive range had been identified. Observational data revealed that segregated EMR's were significantly more unruly than the integrated ones. Indeed, the latter were indistinguishable from low-IQ and average children in terms of negative verbal give-and-take with peers, restlessness, etc.

In accounting for these findings, the investigators speculate on the role played by "normal" models in the integrated setup and the newcomers' possible fear that they might be resegregated if they got out of hand.

See Dorothy H. Gampel and others. "Comparison of the Classroom Behavior of Special-Class EMR, Integrated EMR, Low-IQ, and Nonretarded Children." *American Journal of Mental Deficiency* 79: 16-21; July 1974.

Whither college enrollment?

The best guess is that enrollment of college-age students (18-24) will reach a peak about 1980 and then will decline until at least the mid 1990's. The next older age group (25-34), if continuing education becomes a reality, will augment enrollment and will have an impact on methods and programs as well.

(Continued on page 12)

I have learned from many people, but one person in particular, Dr. Haim Ginott, has had a special influence on me in my own thinking and work related to parent-child relationships. His extraordinary genius for translating the complex fields of interpersonal communications and interpersonal relationships into understandable principles for living more harmoniously in a home setting is no better illustrated than in his three great contributions to child-rearing literature, *Between Parent and Child* (Macmillan, 1965), *Between Parent and Teenager* (Macmillan, 1969), and *Teacher and Child* (Macmillan, 1972).

Much of the material in my article, "Helping Your Child Grow Up" (*Today's Education*, March-April 1974), that deals with the importance of allowing children to express their feelings and how to help them grow into responsible human beings who are able to take pride in what they do and what they are was taken from Dr. Haim Ginott's book, *Between Parent and Child* (Macmillan, 1965).

—Don Hamachek, *professor, Counseling, Personnel Services and Educational Psychology, Michigan State University, East Lansing.*

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Research Clues
(Continued)

See Richard Berendzen. "Population Changes and Higher Education." *Educational Record* 55: 115-25; Spring 1974.

Is the dictionary sexist?

The dictionary analyzed by this investigator used male gender in illustrative sentences three times oftener than female gender. Also in more than two-thirds of the female-oriented sentences, stereotyping was evident.

See H. Lee Gershuny. "Sexist Semantics in the Dictionary." *ETC* 31: 159-69; June 1974.

What is the status of early schooling in Russia?

Day-care centers (for children six months to three years in age) and kindergartens (four- to six-year-olds) enroll about a third of all Russian children. Cities have higher enrollments than other areas, of course; 80 percent of Moscow's kindergarten-age children are in school.

Teachers of younger children receive first training in specialized secondary schools, some 200 in number. Advanced education is available in 30 higher education institutions. Research and development activities are under way in many regional institutes.

See A. V. Zaporozhets and R. A. Kurbatova. "The Half-Century Road of Preschool Education in the USSR." *Soviet Education* 16: 5-21; May 1974.

Does training in school survival skills pay off?

According to this study, first grade children whose teachers teach them how to pay attention, volunteer on demand, and buckle down to work at the appropriate time do better in learning to read than children whose teachers just teach reading techniques. However, when teachers use a new programmed approach to teach reading, they get results as good as or better than those who go the survival-skills route. In both instances, the payoff seems to come

(Continued on page 14)

Ever heard of NRTA? Let us tell you about it!

NRTA is just another way of saying National Retired Teachers Association. And, you'd expect an organization called the National Retired Teachers Association to be just for retired teachers, wouldn't you? Fortunately, that's not what it is. At least, that's not just what it is.

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But associate membership is something else. It's for anyone who is presently an active teacher or administrator including all supportive personnel: librarian, doctor, nurse, guidance counselor, school secretary and other clerical positions, dietician and staff, maintenance staff, coaches, school board member or private tutor. If you are active in education but contemplating retirement within the next few years, you should become an ASSOCIATE MEMBER of NRTA NOW!

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NRTA IS PROTECTION

When you're retired (for that matter even actively teaching or employed in a school position) — with today's medical costs — you just can't afford to be sick. As a member of NRTA, you are eligible for our outstanding *Group Health Insurance* plans, designed to help members obtain the needed extra protection.

Many retired and former educators (and other people, too!) find it difficult renewing their auto insurance with their present company. But members in NRTA may qualify for recommended *Automobile Insurance** with guaranteed renewable and limited cancellation features, and it probably won't cost as much.

NRTA IS TRAVEL

It's sad to think you may never see more of the world, especially if retirement or school vacations and other extended holidays give you the time to do it.

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Because of the buying power represented by over 400,000 NRTA members, it is possible for you, through our own pharmacy service, to get over-the-counter and *prescription medicines and supplies* at realistic prices and have them delivered to your home, postage paid.

NRTA also offers *attractive member discounts* through several fine national hotel and motor hotel chains including Roadway Inns, Marriott Hotels, Sheraton Hotels and Motor Inns and Treadway Inns, and *substantial member savings* with Hertz and Avis.

NRTA IS HELP AND ADVICE

NRTA offers its *free Tax-Aide program* — counselors available in many locations to help with income tax questions. NRTA's *free consumer information service* which acts upon member consumer complaints and inquiries. NRTA provides its members with a series of helpful *retirement guide booklets.* Twelve in all. These booklets cover everything from how to get legal advice to planning a good diet, from how to go about moving and taking care of your health.

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By ROLAND W. BARTLETT
Professor, Agricultural Economics, Emeritus
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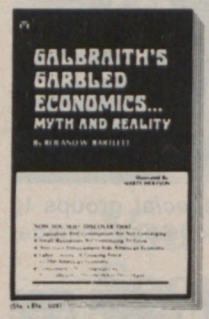

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CIRCLE QUICK-ACTION CARD NO. 26

Research Clues
(Continued)

from better targeted teaching.

See Hyman Hops and J. A. Cobb. "Initial Investigations into Academic Survival-Skill Training, Direct Instruction, and First Grade Achievement." *Journal of Educational Psychology* 66: 548-53; August 1974.

Do teachers' ideas on pupil control differ in poor and well-to-do schools?

In this study, teachers in schools serving low socioeconomic areas are found to be more custodial and order-centered in their thinking than those who teach in affluent neighborhoods. Also, teachers in poor schools feel less able to do anything about their situation.

The investigators propose that bureaucratic structure may be a factor. Do schools for poor children tend to become more rigid all the way around?

See Vivian Barfield and Martin Burlingame. "The Pupil Control Ideology of Teachers in Selected Schools." *Journal of Experimental Education* 42:6-11; Summer 1974.

What role does sex typing play in mathematics achievement?

Girls and boys do about the same on fifth grade math tests. But by eleventh grade, there is a big difference in favor of boys.

In a study begun in 1961 and continued at two-year intervals with tests of both achievement and attitude, the Educational Testing Service found a relationship between increasing distaste for math courses among girls in grades 9 and 11 and their lowered scores on achievement tests.

Older girls also differed from boys significantly on value attributed to math in job success, time spent in discussing science with friends and parents, and perceived parental support for post high school education.

See Thomas L. Hilton and Gosta W. Berglund. "Sex Differences in Mathematical Achievement—A Longitudinal Study." *Journal of Educational Research* 67: 231-37; January 1974.

AUDIOVISUAL MATERIALS

The following 16mm sound films are recommended by Carolyn Guss, Indiana University, Audio-Visual Center, as representative of those available for use in developing understandings and feelings related to satisfying human relations. For further information about these films, contact the producers/distributors indicated by the numbers in parentheses after each listing.

The Eye of the Storm. 26 min., color. Presents an experiment in prejudice and discrimination. Grades 10-12. (1)

The Giving Tree. 10 min., color. Symbolizes the meanings of giving, receiving, dependence, and love. Grades 1-12. (2)

Hopscotch. 13 min., color. Describes a boy's attempts to make friends. Grades 1-5. (4)

I Am. 17 min., color. A teenage boy's quest for individual identity and a sense of importance. Grades 6-12. (7)

Leo Beuerman. 14 min., color. Presents the life of a man with severe physical handicaps who created a rewarding life. Grades 10-12. (3)

The Question. 8 mm., color. Implies that each individual's answer to "the question" must be found through his or her self-reflection. Grades 7-12. (5)

The Selfish Giant. 26 min., color. Presents the Oscar Wilde allegory about a giant who changes from a selfish creature into a sharing one. Grades 1-6. (6)

Producers or distributors: (1) American Broadcasting Co., 1001 N. Poinsettia Pl., Hollywood, CA 90046. (2) Stephen Bosustow Productions, 1649 11th St., Santa Monica, CA 90404. (3) Centron Educational Films, 1621 W. 9th St., Lawrence, KS 66044. (4) Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069. (5) McGraw Hill Films, 1221 Avenue of the Americas, New York 10020. (6) Pyramid Films, P.O. Box 1048, Santa Monica, CA 90406. (7) Wombat Productions, Inc., 77 Tarrytown Rd., White Plains, NY 10607.

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AN INTERVIEW WITH BENJAMIN SPOCK

Children Need a Pole To Grow On

By **HAROLD G. SHANE**
University Professor of Education, Indiana University, Bloomington.

Benjamin Spock must surely be the most widely known pediatrician in history. His 1946 handbook, *Baby and Child Care,* translated into 26 languages, has sold over 24 million copies.

Still at the crest of a long career, Dr. Spock recently turned his attention to the problems of the present in *Raising Children in a Difficult Time* (Norton, 1974, $7.95). This interview probes his thinking and provides down-to-earth advice on issues which directly and indirectly have a bearing on U.S. education.

Q. Dr. Spock, you chose *Raising Children in a Difficult Time* as the title of your recent book. Why do you consider the 1970's a difficult time to rear the young?

A. I am sure that any time seems a difficult time to parents. In earlier centuries, the biggest problem of all was keeping children alive, for, as you know, the majority of children died in childhood. As recently as 1933 when I started my pediatrics practice, wards of children's hospitals were full of cases of mastoids, children with complications following pneumonia, and babies with serious diarrheal diseases. Also, parents were terrified of polio.

Now most of these threats to physical health have been removed, but they have been replaced by new problems for conscientious parents: drug addiction, changing sexual mores, and a wide variety of other psychological and social problems.

Q. As you look back 30 years to the time when you were writing the first edition of *Baby and Child Care,* has your thinking changed in any significant ways? For example, do you believe that child rearing and school practices should be more "permissive" or less so than when your children were born in the 1940's?

A. When I was writing *Baby and Child Care,* between 1943 and 1946, pediatricians gave parents rigid guidelines for child rearing. For example, they said babies should be fed on the dot every four hours. If they were not, we were taught in our training, babies' digestion would be ruined and their character harmed, too. I was one of the first pediatricians to protest against this practice and to make a plea for recognizing individual differences and respecting parental preferences. By the 1950's the pendulum had swung from a rigid time schedule to "self-demand" feeding.

The less secure parents were getting into trouble by being afraid to give their children *any* guidance! I saw that parents needed encouragement to be parents. So in the 1957 revision, I said, "Babies and children need parental direction. This is what parents are for. Firm but not harsh guidance not only makes for better behaved children but for happier children as well." Yet I hadn't changed my basic philosophy.

What parents still need today is the courage to call on their own common sense and to give their children leadership.

Q. Let me sharpen my original question a bit by moving away from pediatrics to a broader arena, Dr. Spock. A number of years ago, John Dewey commented that adults throw away the value of their maturity if they do not assume some responsibility for the careful guidance of the experiences of the young. In other words, permissiveness in the sense of letting children do as they please did not make sense to Dewey. Would you suggest that teachers exercise more firm, directive discipline with young learners?

A. I'm not sure. It's hard to say in words where the ideal dividing line lies between giving reasonable guidance to the young and intimidating them. We have experimented a great deal in America with the more liberal, democratic approach and, in general, that has worked well.

I think some of our schools should be less rigid than they still are and that teachers should not oppress their pupils in an authoritarian spirit as some of them still do. Yet it is essential for teachers to make clear what they expect of

Dr. Spock, whose writings about children are well known to most parents and teachers, visits with one of his young friends. Photo by Jill Krementz

children. This is like giving a vine a pole on which to grow.

Q. Let me bring up a related issue. Do you feel that corporal punishment is ever necessary or justifiable? I'm speaking now of both home and school situations.

A. There's no simple answer. I believe that the common rule against corporal punishment in schools is basically sound. Unless such punishment is ruled out, certain individuals will have a tendency to depend more and more on hitting children, and the practice can be terribly abused.

I also feel that, in order to raise well-behaved children, parents do not necessarily have to hit them. Many parents can control their children by love and by the children's desire to be like their parents and to win parental approval. Questioning shows, however, that 85 percent of American parents spank their children occasionally.

Q. Despite the fact that sex education programs existed in U.S. public schools at least 50 years ago, there is still much resistance to such programs in 1975. Do you favor having schools provide pupils with explicit information dealing with human reproduction?

A. I believe that discussion of sex in the broad sense should be able to surface at any time in the home and in the school.

Good or bad sex education is always going on. I remember that when I went to a conventional

boys' school at about the age of 14, our history book had a photograph of that statue of the she-wolf suckling Romulus and Remus. We boys were on tenterhooks wondering what the teacher's reaction was going to be when we came to it in the book. As we turned the page in class, we all started to giggle. The master turned crimson and just said, "Boys! Boys!" That meant that the subject was unmentionable.

Q. If I understand you, you're saying that the child's exposure to sexual realities is inescapable, and hence schools should accept the responsibility for methodical sex education. Am I correct?

A. Yes. I believe that there should be specific teaching about sex but that it should be taught in a framework that emphasizes its spiritual aspects. It is a distortion of sexuality in human beings to act as if it were merely a matter of anatomy and physiology. Sex shouldn't be taught only by members of the physical education department as if it were a muscle or only by the school doctor or nurse as if it were a disease.

Mature homeroom teachers and teachers of biology, history, English, and foreign languages should ideally be able to encourage discussion, not only of where babies come from, but of men's and women's roles in society, family relations, family rules about dating—all the everyday aspects of sex that interest children. An understanding of human nature and human development should be an integral and meaningful part of the curriculum.

Q. Do you believe that sexual relationships prior to marriage are desirable or, at least, something to be condoned?

A. In answering a question like this one, I'll be considered old-fashioned by some young people and immoral by older people. I think that one wholesome development of the past decade has been the openness with which young people in their twenties live together before marriage or without being married. I've known a number of young idealistic couples who've achieved a good marriage through this route. It seems to me a good idea *for those who are ready and anxious to do so* to engage in a tryout of marriage before they make a final commitment.

But, I'm old-fashioned enough to believe that 15-, 16-, or 17-year-olds shouldn't be encouraged to live together or even have sexual relations. Most young people at that age don't have the maturity to know who would be an appropriate mate. Also they are usually not mature enough to take the precautions necessary to preclude pregnancy.

College psychiatrists say that one of the commonest problems presented to them today is the college students who don't feel ready for full sexual experience—for an affair—but are taunted by their bolder friends as being therefore impotent or frigid or homosexual. This is unfair and unfortunate. Despite all the bold talk, recent figures show that even during the college years, half of U.S. students have not yet had intercourse.

Young people need to understand that inhibitions and reservations are not a sign of abnormality. They are an aspect of humanity. Some of the most creative people of the past have shown a greater-than-average repression and sublimation of their sexuality, though they usually come to full sexual fulfillment later. I think that teachers and parents should urge young people under 20 to go slow on sexual experimentation. It is preferable that love precede and go along with physical intimacy.

Q. What about use of the pill by unmarried girls?

A. If a young woman is going to college at 17 or 18 and brings up the subject of birth control, her mother might say, "Why don't you talk to our family doctor or obstetrician?" Or the young woman may want to make an appointment without mentioning it at home.

But I think it's not wise for a mother to bring the subject up and say to her daughter, "Go to the doctor and learn about the pill or get fitted with a diaphragm." This implies that the mother is expecting her daughter to have casual sexual relationships. I don't think that anyone should encourage a young person, female or male, to have casual relationships.

Q. To round out our discussion of sex education, let me ask you whether you feel that the traditional sex roles should continue to change further toward what might be called a unisexual or undifferentiated sex role?

A. The women's liberation movement has jumped on me ferociously as a sexist and male chauvinist because of some of the things that I have written in the past. I've been educated to see that we should put much less emphasis on arbitrary sex role differences. Women are still being outrageously discriminated against in the United States—with respect to occupational opportunity, to education, in law courts, and in our social customs.

If we're ever to overcome harsh discrimination, we've got to make strenuous efforts for many years to be sure that we don't continue transmitting our present sexual prejudices. In my revised opinion, parents should assign the same household chores to both boys and girls and should not make arbitrary distinctions in buying clothes and toys. If a daughter wants to have a dump truck for Christmas, let her have it. And if a boy of four wants a doll to take care of, give him one.

Q. Do you think that some of the psychological pressures on children would be reduced if sex

roles were less rigidly associated with being male or female?

A. It's important for young men and women to feel free to choose their occupations without regard to whether the jobs or tasks have traditionally been considered feminine or masculine.

Q. During one of my recent interviews for *Today's Education*, John Lion, a University of Maryland psychiatrist, expressed alarm over TV violence. Do you feel that watching portrayals of brutality and violence lowers children's standards of behavior?

A. I didn't use to think so, and when conscientious parents asked me, "Isn't it wrong to let our children watch TV violence?" I said, "No, you misunderstand. The enjoyment of violence is just a phase of childhood, and your children will outgrow it and become civilized people."

Well, I now believe that I was partly right but that I also was significantly wrong. What children now see on television and in movies is often absolutely horrible, shocking, and immoral. It's irresponsible to let our children see so much violence all the time. I think parents have to be less permissive about what they allow their children to see on TV and movie screens and in the press.

Q. My next question should interest both our parent and teacher readers. Are today's youth really different from those of 1946?

A. There's no question in my mind but that our young people's attitudes are quite different from those of 20 or 30 years ago. For instance, today you can't intimidate them. This was reflected during the 1960's in their bold criticizing of racial discrimination and their courage in going into the South to help register voters. Our young also felt free to make up their own minds and then take action in opposing the Vietnam war.

Firm but not harsh guidance makes for better behaved children and for happier children as well.

Q. How did our youth manage to develop their vigorous resistance to intimidation?

A. I think that their parents didn't intimidate them when they were small—probably because parents gradually developed more trust in the children—a trust fostered in large part by Freud and Dewey.

Q. During the past 15 or 20 years, there has been a strong trend toward supporting early childhood education programs in the United States. Some educators feel that these should begin no later than age three. As a pediatrician, at how early an age do you feel that a child's schooling should begin?

A. I think that good individual care is better than group care before the age of three. Preferably, small children should be in their own homes, taken care of by their mother or father. If that's absolutely impossible, then they should be in the care of some other family while their own parents work.

From the age of three to six, all children can benefit from nursery education in small groups directed by well-selected, well-prepared teachers. However, I don't think it's ideal to put children in a day-care center from 8 in the morning till 6 at night.

Q. Can we more explicitly pin down the point you're making? That is, can you characterize the type of early childhood education which you deem preferable to custodial day care?

A. As to the actual content of the activities in group care from age three to five or six, my own prejudice is strongly against teachers' trying to introduce academic subjects by, say, endeavoring to teach reading at age four or five. I don't think that we should always be trying to make children accommodate themselves to academic disciplines of one kind or another.

From age three to five or six, the focus should be on such things as painting, creative play with blocks and dolls, molding with clay, dancing, and climbing on apparatus. These activities foster maturity not only in developing physical and mental skills and creativity, but in giving expression to inner fantasies, helping the child to digest life experiences, conflicts, and turbulent feelings.

I don't object totally to experimenting with academic learning during this age period as long as it is recognized that it is an experiment. By and large, I am suspicious of parents and teachers who are trying to push their children's early academic learning. Often this is an egotistical impulse on the part of parents who want their children to dazzle the world with their precocity. This may interfere with a wholesome emotional and social development.

I was informed long ago by Caroline Zachry—a wise woman who educated me in the principles of progressive education—of an experiment that showed that children who did not receive reading instruction until the age of seven read just as well at the end of second grade as those children who started learning to read at six.

Q. Most of the readers of

Today's Education are teachers. Drawing on your wide experience, would you say that the organization, the teaching methods, and the curriculum content in typical public schools today are "good" for the students who attend them?

A. I can't answer because I'm not acquainted with the range of approaches. I'd like to believe that the free or open schools are the best ones for developing initiative, flexibility, cooperativeness, and curiosity.

Q. You must have reasons for feeling the way you do.

A. I believe that children are curious, that they love to learn, that they want to become more mature, and that it is the educators' job to find ways to help them mature.

To turn it the other way around, there has always been a temptation for educators to set arbitrary standards and then make children conform to those standards. It was the College Board exams that tended to blight primary and secondary education in the United States. There is no evidence that putting all children through a lot of academic regimentation will turn them into creative workers and citizens or into eager, discriminating college students, which are the aims we should be striving for.

Q. Before we part, I'd like to ask a question of a rather personal nature. If you had your own children to rear once again today, are there any things that you would do differently?

A. Well, I must admit that I was the usual tense parent, particularly with our first child. I jumped on him when I thought that he was a crybaby, and I pushed toys on him that were really for my own gratification—toys like elaborate electric trains. I hope that I would have the sense, if I started over, to eliminate or tone down some of these excesses. But there's no particular point in parents' reproaching themselves afterward for the mistakes they have made.

Children are influenced by three factors: first, their inborn temperament; second, the supposedly wise things that their parents do, like feeding them well, giving them the best possible education, and being good models for them; and third, the unplanned or unwise things parents do.

One of the things that we learn from child-development studies is that some of the strong points in the personalities of individual adults are a result of overcompensation for some of the unfortunate things in their childhood. No parent is in the position to play God, to foresee the so-called ideal things that might be done and some of the less-than-ideal things that should be avoided.

Q. Speaking for myself, Dr. Spock, I think I gave my children things to salve my conscience for not giving them more of my precious time. I fear that many of us have made this error.

A. I agree. We give our children too many things, and this leads to a devaluation of things. And this really doesn't fool children. They know when they're being given things instead of attention. On the other hand, it's a mistake for parents to feel obligated to provide endless hours of attention for their children.

In primitive societies, where there are no formal schools, girls begin carrying a baby brother or sister around at their mother's request from the age of four or five. In effect, they become useful mothers by that age. Boys begin to fish or hunt or cultivate crops with their fathers.

To give U.S. children the benefit of this kind of working relationship with their parents, we need to find more useful, meaningful work for the young to do *with* us. This is far better than feeling that one must set aside a certain number of hours to get down on the floor with children.

Q. It's a warm, natural, permeating kind of relationship that you recommend then?

A. The relationship shouldn't be forced. If I were to be a parent again, I'd try to be more relaxed, to have a good time with my children, without attempting to influence them so much. Children get their characters by imitating the qualities that they admire in their parents (and teachers), not by being urged and corrected, though urging and correcting are necessary too. □

"Is RSVP on a note from my teacher good or bad?"

Album : Accountability

Some Complexities of Accountability

One characteristic of a charlatan, posing as a professional, is to personally guarantee outcomes. A real professional does not absolutely guarantee results but rather indicates anticipated results which, in turn, are dependent upon a whole series of conditions, including available methods, resources, environments, and the nature of the clients involved.

The basic problem with the current movement called accountability is that it ends up aggravating educational problems by relating accountability to things that purportedly can be objectively measured. Some would go further and require results without even considering the means by which they are attained. However, at best, a practitioner can only achieve approximate results. This statement is not a cop-out; neither does it imply that practitioners don't know anything about teaching and learning. It is a realistic evaluation because teaching is not pure science but rather an art based upon an incomplete science.

Education in general and learning in particular are simply too complex for teachers to make any absolute guarantees. It will always be so. Moreover, expectations should be based on goals and programs derived from goals established in collaboration with professionals, students, and parents on a continuing basis. How often is this the case? In fact, how often are teachers afforded the necessary time and opportunity for such endeavors?

Surely, both parents and teachers want the learning needs of children diagnosed and programs developed to meet these needs. Sometimes, this is done effectively by professionally trained, experienced teachers working cooperatively with students and parents. But more often than not, the resources needed to do an adequate job are lacking as is the authority to prescribe and execute the appropriate activities for learning. Furthermore, teachers frequently lack the freedom to create an environment conducive to learning.

Most accountability programs are oversimplistic. They deny complexity where complexity exists. However, the need for accountability for all those concerned with education is not to be denied. But educators and the public *should* deny the cry for—

More uniformity of standards rather than flexibility.

Iron-clad objectives rather than providing options among them.

Assembly-line learning sequences rather than variety.

Overemphasis on minimum performance (at low cost) rather than concern for student needs and interests.

Invidious comparisons among schools and among states rather than encouraging local innovation and diversity.

Holding individual teachers totally responsible for educational outcomes rather than for their efforts to get results.

These are cries of ignorance no matter how well intended.

Historically, teachers have accepted responsibility. Surely there are ways to define accountability in ways which could be effective for teachers, parents, and students as well as for all other concerned parties.

The kinds of programs that are desperately needed are those which seek to improve instruction for children and youth. Supposedly, this is *the* major reason for the existence of state departments of education. Vast amounts of money have been poured into states for the strengthening of these agencies. However, *some* state departments are preoccupied with narrow concepts of assessment and thus implicitly assume that comparative data are *the* key to providing for improvement of education.

Accordingly, teachers are being caught in a scapegoat situation and students suffer as well because opportunities for educational improvement are being frittered away. Most importantly, the public who support education are being misled, and many dollars are being wasted.

The time has come to establish criteria for determining the effectiveness of state departments of education. The variation in quality among these agencies is startling. The people deserve to know the truth.

What is really insidious is that state bureaucracies are being built both openly and by what could be considered subterfuge in response to legitimate concerns about improving education. The panacea these bureaucracies offer is "accountability." As Disraeli said, "This shows how much easier it is to be critical than to be correct." Many if not most of the recently enacted state accountability laws will not result in improving education, and those involved in their passage are doing the nation a serious disservice.

—Dave Darland, *associate director, NEA Instruction and Professional Development.*

What To Do Before the Censor Arrives

By **KEN DONELSON**
Department of English, Arizona State University, Tempe.

During the past couple of years, I have witnessed censorship attacks on many books, films, and periodicals—everything from the "filth" of *Silas Marner* to the "controversial matter" of *I'm Really Dragged But Nothing Gets Me Down* to the "anti-Christianity" of *Slaughterhouse-Five*, from the "subversive elements" of some early Charlie Chaplin short films to the "un-Americanism" of *High Noon* to the "communist sympathies" of "Why Man Creates," from the "pornography" of *National Geographic* to the "leftist propaganda" of *Scholastic Magazine* to the "right-wing trash" of *National Observer*. Such attacks continue today, and to many English teachers and librarians they seem not merely to continue but to increase in number as well as fervor.

I believe we can expect to see even greater pressures for censorship exerted in the remainder of the 1970's. School taxes are rising, students "can't spell the way they used to," and innovative programs often irritate parents who do not understand why the programs were introduced in the first place. That magically nebulous word, *accountability*, has caught the fancy of a public all too eager to find fault with an educational system whose products, the students, do not always happily accept the "traditional values" or "good old-fashioned American goals" of their parents.

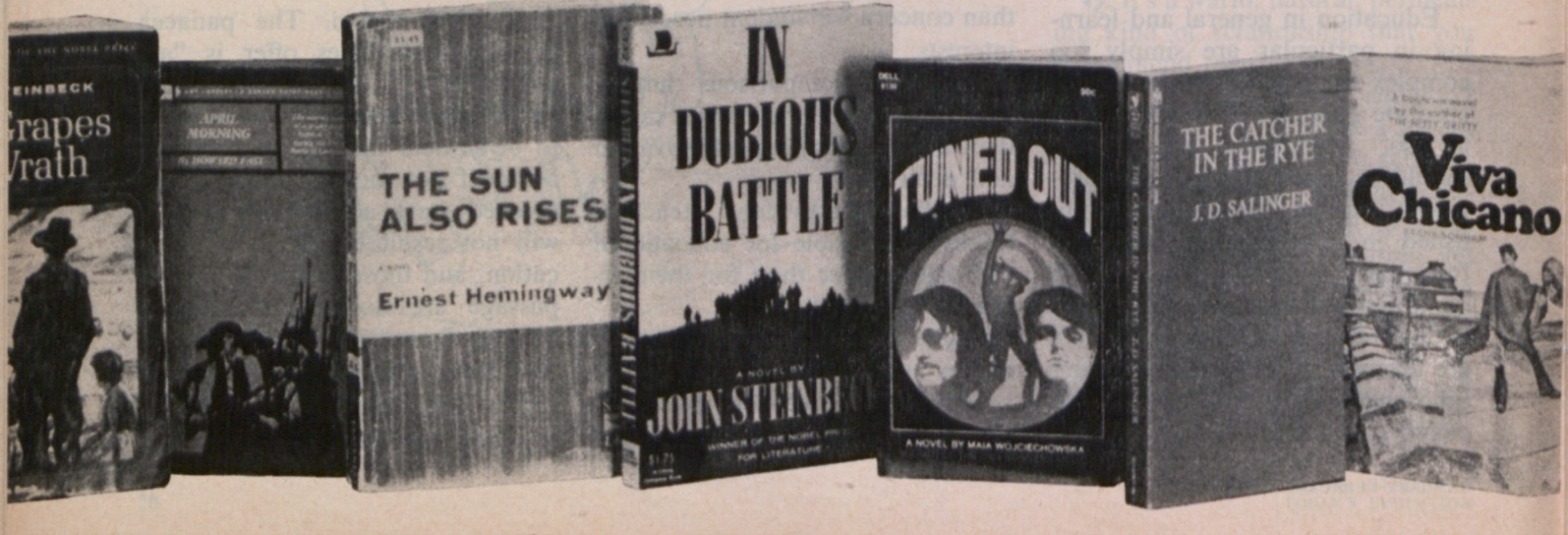
For years, Americans have maintained an uncomfortably ambivalent feeling about schools, an almost superstitious reverence that education is good for everyone, mixed with a fear of intellectualism and a dread of teachers. "Education is good if you don't take it and its consequences seriously." This fear of education and the inquiring mind and the search for truth is most obviously manifested for English teachers and librarians in attacks on books that are the most likely to relate to kids' lives and their world, today and tomorrow. And however or whenever or wherever these attacks come, they usually come in one of eight categories of "suspect" books.

1. Sex ("filthy" or "risqué" or "not decent reading material"): Zindel's *My Darling, My Hamburger*, Thompson's *The House of Tomorrow*, Orwell's *1984*, Heinlein's *Stranger in a Strange Land*, Updike's *Rabbit, Run*, Camus's *The Stranger*.

2. Politics or an attack on the American Dream ("un-American" or "communist-inspired"): Steinbeck's *The Grapes of Wrath* or *In Dubious Battle*, Burdick and Wheeler's *Fail-Safe*, Orwell's *1984* or *Animal Farm*, Fast's *Citizen Tom Paine*, Huxley's *Brave New World*, Plato's *Republic*.

3. War and peace ("un-American" or "pacifist propaganda" or "one-worlders"): Hentoff's *I'm Really Dragged but Nothing Gets Me Down*, Trumbo's *Johnny Got His Gun*, Cobb's *Paths of Glory*, Hemingway's *For Whom the Bell Tolls* or *The Sun Also Rises*, Remarque's *All Quiet on the Western Front*, Heller's *Catch-22*, Hersey's *Hiroshima*, Vonnegut's *Slaughterhouse-Five*.

4. Religion ("un-Christian" or "violating separation of church and



state"): the Bible, Hesse's *Siddhartha*, Waugh's *The Loved One*.

5. Sociology and race ("biased on racial matters" or "promotes violence" or "Do kids have to see all that ugliness?"): Deloria's *Custer Died for Your Sins*, Cleaver's *Soul on Ice*, Brown's *Manchild in the Promised Land*, Bonham's *Durango Street* and *Viva Chicano*, Hinton's *The Outsiders*, Neufeld's *Edgar Allan*, Armstrong's *Sounder*, Griffin's *Black Like Me*, Westheimer's *My Sweet Charlie*, Lee's *To Kill a Mockingbird*.

6. Language ("profane" or "obscene" or "unfit for human ears"): Segal's *Love Story*, Jones's *The Toilet*, Clark's *The Ox–Bow Incident*, Wojciechowska's *Don't Play Dead Before You Have To*, Miller's *The Cool World*, Salinger's *The Catcher in the Rye*.

7. Drugs ("Don't contaminate children with dirty things" or "Haven't we already heard enough of depressing things like that?"): Wojciechowska's *Tuned Out*, Hinton's *That Was Then, This Is Now*, Kingman's *The Peter Pan Bag*.

8. Inappropriate adolescent behavior ("Can't we give them better models than that?" or "Kids should know better than to act that way"): Zindel's *The Pigman*, Wersba's *The Dream Watcher* and *Run Softly, Go Fast*, Golding's *The Lord of the Flies*, Hunter's *Last Summer*, Frank's *Diary of a Young Girl*, McCullers's *Member of the Wedding*, Fast's *April Morning*, Swarthout's *Bless the Beasts and the Children*, Donovan's *I'll Get There, It Better Be Worth the Trip*.

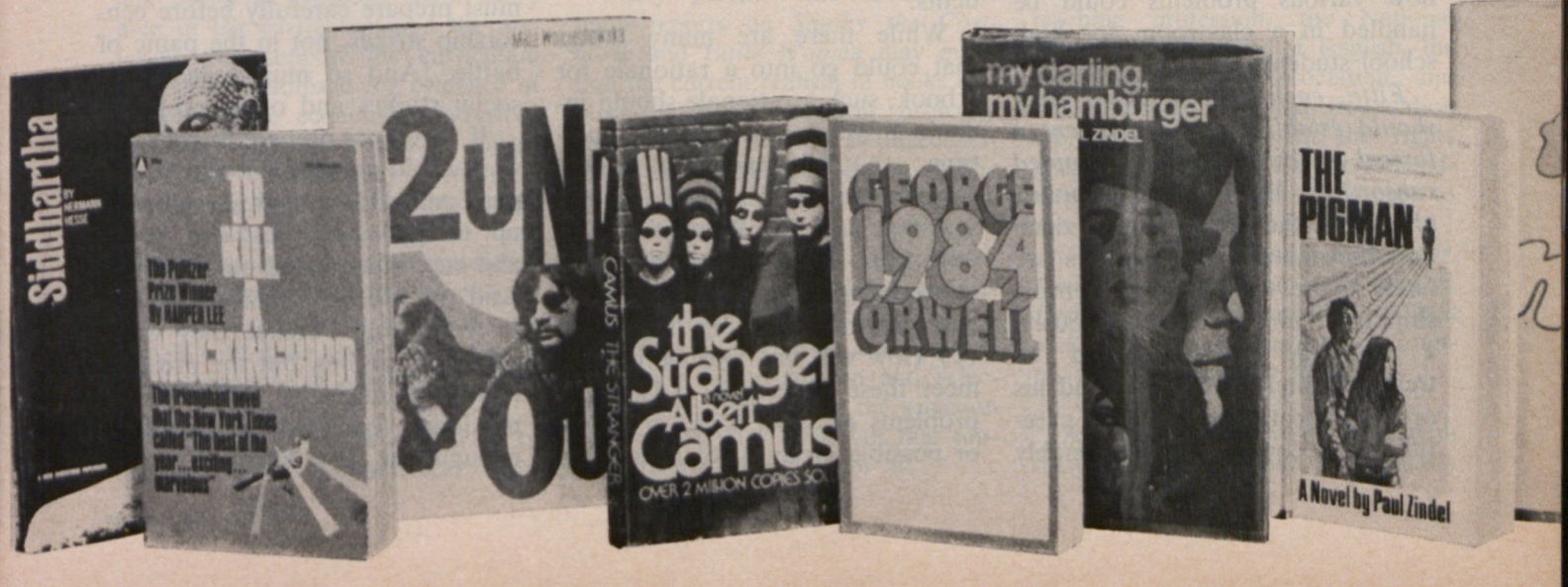
The 1970's will likely see little diminution of student enthusiasm for reading real books about their very real world or parental questioning of this student enthusiasm. Okay then. If censorship in the 1970's is likely to continue and possibly increase, what can English teachers and librarians do to prepare to meet the censor? What can they do when the censor actually comes to the school door? I'd like to propose six assorted approaches they might try.

First, each English department should develop its own statement of rationales for teaching literature. Whatever its title, it ought to include realistic goals based on the needs and interests of specific students in a particular school.

I'd hope that any statement about literature would present a number of convincing reasons in support of literary study: that literature allows young people to see themselves and their problems perhaps a little more objectively; that literature provides vicarious experiences beyond the possibilities of any one person's life; that literature frees students to meet other peoples in other places and other times, to see similarities and differences between people, and to meet a multitude of human moral and physical dilemmas; that literature exposes young people to value systems and ideas and practices different from their own, which can lead to an assessment of both the students' values and those of other people; that literature allows students to discover the world as it was and as it is, a world neither all good nor all evil, but a world all human; and, above all, that literature provides deep enjoyment and satisfaction.

Second, each English department should establish a committee which will recommend books for possible use by the department. The purpose of this committee is to bring new titles and little-known or little-used older titles to the attention of their colleagues. I'd think it helpful if a part of every departmental meeting were given over to discussions of various titles. Additionally, any discussion of books should take up the problems involved in using them with a specific class, as well as general problems of style or plot structure or possible censorship or student interest.

Third, each English department should work hard to win community support for academic freedom and to win that support before *censorship strikes.* Any community has citizens who feel just as strongly about censorship as the English



department, but English teachers too rarely make any attempt to win friends before they need them desperately. One such group was formed shortly after a censorship episode in the Phoenix area. Named "Freedom for Readers," the group has given considerable moral support to teachers. Perhaps similar groups can be developed in other cities.

Fourth, each English department should try to communicate to the public what is going on in English classrooms and why it is going on. Parents *do* have a right, even a duty, to know what English teachers are doing. Parents and other citizens will inevitably hear something about English teaching, but what they will hear is likely to be inexact or inaccurate. English teachers should not delude themselves into believing that they can teach any book and keep everything quiet.

Surely an English department can do better than simply maintaining silence. Perhaps a discussion of "controversial" or "contemporary" literature could take place during American Education Week or at some school function. Even better, an English department can set up a series of evening programs devoted to explaining why certain books are taught. In fact, going one step further, the English department might *teach* one of the "suspect" books to a group of adults, showing them how various problems could be handled in a classroom for high school students.

Fifth, each English department should establish and implement a formal policy to handle attempted censorship. Without some policy and form, the department is open to criticism, and its members are likely to be vulnerable to censorship from any source. Obviously, a would-be censor should be treated politely and fairly, and his or her objection considered carefully by a committee (presumably composed of at least the teacher in question, the English department chairman, and the principal). Ultimately, a meeting should be arranged with the questioning citizen and the committee, and the results of that meeting should be forwarded to the superintendent and to the school board—the legally constituted agency which must approve the decision.

Because the school board must support teachers if the formal policy is to have any possibility of success, the English department should work closely with the board in devising the form and the policy in the first place. Any policy about censorship is only as good as the school board backing it. It may be true that formal policy statements about censorship have not always saved books or teachers, but any school without a policy statement is unnecessarily vulnerable.

Sixth, each English department should expect its members to prepare a rationale for any book to be taught in any class. English teachers should be expected to defend their choices of books on grounds other than simple intuition or the word of some literary or pedagogical critic. In other words, English teachers should approach their choices as though they were reading them for the first time and should attempt to discover the problems involved in teaching the books or in interesting the students.

While there are many things that could go into a rationale for a book, such a rationale should include answers to at least five questions: (a) Why would a teacher consider using this book with a specific class? (b) What particular objectives, literary or psychological or pedagogical, does the teacher have in mind in using this book? (c) How will the book be used to meet these objectives? (d) What problems of style, tone, or theme or possible grounds for censorship exist in the book, and how will the teacher plan to meet those problems? (e) Assuming that the objectives are met, how will the students of this specific class be different because of their reading of this book?

These rationales should be written for every work to be read in common. That includes modern books and standard classics—it might be salutary for teachers to write rationales for *Macbeth* or *Great Expectations* or *Our Town* to clarify in their own minds just *why* they are using those works. These rationales should be presented both orally and in written form to the English department for approval, and they should be in the departmental files and openly available to the public.

It is not true that kids are too insensitive, stupid, or unresponsive to reach out and feel and hear and see the world. But it is true that kids are often too sensitive and bright and responsive to reality to waste their time on the world explored or experienced in some English classrooms. Literature worth the students' time tells the truth as one writer sees it.

If we are to have any chance as English teachers to tell the truth and to let our students explore the many visions of truth available in literature, we have to fight the censor. To fight the censor with any hope of success, we must prepare carefully before censorship strikes, not in the panic of battle. [And so must teachers of social studies and other subjects.]

If we do not prepare in advance, or if we do not care enough to prepare, we will lose, and we will wind up losing everything, our books and our students and our freedom. And we will be forced to tell lies to the young. Perhaps they won't believe those lies, but the prospect that they might is a frightening possibility that ought to be reason enough for any English teacher

to prepare to face censors when they come—and they certainly will. □

The preceding article is adapted from a longer one by Dr. Donelson in the February 1974 issue of *English Journal*. Copyright © by the National Council of Teachers of English. Reprinted with permission.

REACTIONS

Dr. Donelson has very ably stated his position from the English teacher's viewpoint. It is evident, however, that censorship for the 70's is already out of the English classroom and into every aspect of the curriculum. The responsibility for protecting those freedoms guaranteed under the First Amendment belongs to everyone—not just English teachers and librarians.

Those instructional materials whose appropriateness for school use are questioned by concerned citizens usually reflect societal changes that threaten the citizens' beliefs, ideas, and life-style. Those changes are reflected in what we refer to as the s's and r's: sex, sexism, racism, religion, and realism.

On the one hand, we have a group who believe sex education should begin in early elementary school and on the other, a group who say that sex education at any age infringes on the parents' prerogative. Programs identified and implemented as sex education automatically bring about the close scrutiny of standard library titles.

In 1970, most educators considered sexism as somewhere between sex and Susan B. Anthony. Now every area of the curriculum and the materials that support the curriculum are being scrutinized for evidence of sexism. Home economics, industrial arts, and mathematics are no longer the "safe" subjects they once were. For example, in evaluating math texts, teachers, administrators, and parents concerned about providing education free of sex-role stereotypes for boys and girls are not only concerned with math problems but with who is depicted as solving the problems—boys or girls.

In the 1960's, educators tried to interpret the black experience to students. The civil rights movement for many was synonymous with rights for black Americans, but today this movement extends its concern to include all minority groups.

Literature worth the students' time tells the truth as one writer sees it.

For the schools, the movement brought about changes in media center collections which have resulted in censorship attacks representing every possible viewpoint. Perhaps the most unsettling have been charges of racism in such standard titles as *Tom Sawyer* and *Little House in the Big Woods*.

Citizens understand and hold dear the concept of the separation between church and state. The Bible as literature is easily identified in a course guide. It is in those areas of the curriculum where the religious connotation is not so clearly defined that the censor strikes and the teacher is an unsuspecting mark.

Matters such as abortion, genocide, divorce, and evolution—to name a few—are not just topics presented objectively in science and social studies classes. They are topics about which most people have strong religious beliefs.

The portrayal of any life-style that is in direct conflict with the beliefs held by others often results in a barrage of censorship, as witness the recent textbook battle that closed schools (and even coal mines) in West Virginia.

Many parents who recall their book reports on *Smoky the Cowhorse* and *Little Women* may question the current realism in books and films. Such parents will probably consider *Go Ask Alice* as unacceptable truth and the film version of *The Lottery* as too bloody. And so the kettle boils.

In conclusion, I offer the following recommendations and observations for your consideration:

1. Forget the censor: Develop and implement an evaluation and selection system that insures the selection by your school of materials that support quality education for all.

2. Remember the censor: Develop a step-by-step procedure for the reevaluation of materials to be followed in response to any citizen's complaint. This procedure should apply to all materials in any subject area and for all grade levels.

3. Keep in mind that intellectual freedom and the protection of those freedoms under the First Amendment are everyone's responsibility. However, the local school board, as the representative body, should endorse a policy statement outlining basic principles of intellectual freedom, effective evaluation and selection procedure, and the means to implement that procedure.

4. Remember that all parents who raise questions are *not* censors, and they have a right to know about materials their child is using or being exposed to.

5. Be prepared to keep the censor away with an orderly means of disposition. If you are the object of a censorship attack, proceed in a judicious manner. Follow the system-wide procedures to the letter. Present the facts and conditions under which the attack took place, in writing, to the one person to whom you are immediately responsible. It is not necessary to discuss the issue with anyone who is not directly involved. And lastly, keep your cool and maintain a low profile.

6. Remember that the unified teaching profession, the National Council of Teachers of English, the American Library Association, and the Freedom To Read Foundation are all concerned with the rights guaranteed under the First Amendment. They are rights that apply to everyone.

—**Frances C. Dean,** *coordinator, Division of Evaluation and Selection, Department of Educational Media and Technology, Montgomery County, Maryland, Public Schools.*

Although Dr. Donelson deals with the censorship problem primarily

from the standpoint of the English teacher, the basic problem and his proposals to deal with it successfully are easily carried over to virtually every field of study. Immunity for innovative and challenging teachers simply does not exist, regardless of how "nonsensitive" the subject area might appear initially.

On a topic such as this, I would have preferred a little more explicit treatment of the basic conflict of values with regard to the proper function of education. This value conflict is at the root of censorship pressures. A substantial portion of our society believes the basic function of education is to transmit traditional values and knowledge unquestioned and thereby, it is hoped, to preserve the status quo. Dr. Donelson touches upon this when he refers to our "uncomfortably ambivalent feeling about schools" which encompasses a "fear of intellectualism . . . and of education and the inquiring mind and the search for truth. . . ."

It may be instructive to pose this value conflict somewhat differently: Should teachers simply teach what the local community (which usually means the influential citizens therein, who often have strong vested interests in maintenance of the status quo) wishes taught in the manner in which it wishes it taught? Or, on the other hand, do teachers have a basic responsibility to help their students explore and weigh our traditional values?

In order for academic freedom to flourish and for intellectual stagnation to be avoided, our schools must be alive and hospitable to diverse ideas and intellectual ferment. This calls for a greater degree of autonomy from local pressure groups and vested interests than many institutions below the college level now have.

One of the most important points in this article is that censorship is most obviously and readily manifested in attacks on teaching materials that are most relevant to students' lives. As long as teachers limit themselves to dealing in abstractions, especially in settings of long ago, they are relatively "safe." Any attempt to deal with lives and values in the real world of the 1970's immediately becomes sensitive and dangerous for teachers.

The author proposes six ways we might prepare to meet the censor. The suggested steps would generally apply across the board if each of us substituted our own discipline for "English" and the phrase "teaching tools" for "books." As professionals, I hope we can take seriously the proposals concerning the need and utility of a required departmental goals statement and a required rationale for use of a particular teaching tool (or unit or topic) in a course of study. However, such requirements have a tendency to become merely another example of unnecessary paperwork.

The suggestions for a departmental committee to recommend books for possible use and for a formal policy and committee system of handling complaints from the public have considerable merit and obviously make censorship attempts less likely to succeed.

In this connection, I want to add a word of caution here about two types of teachers who are more common than we sometimes like to think. One type is the superpatriotic, rigid traditionalist who believes that academic freedom is tantamount to academic irresponsibility. The other type is the sort of individual who allegedly favors academic freedom and bringing the real world into the classroom but who, in actual practice, is fanatically cautious about doing anything which might possibly be considered controversial or offensive to anyone's sensitivities.

In any sort of committee review or other sharing of responsibility, I hope that these two types of teachers would not be able to block innovative methods of making instruction real and meaningful.

Probably the most important of Dr. Donelson's recommendations is that we should work hard to win support for academic freedom and to communicate to school board members and the community in general what is going on in the classroom and why. If academic freedom has community and school board support, censorship attempts by various minority interests are doomed to failure. Without such support, however, even relatively weak censorship pressures may succeed.

—**H. Keith Sterzing,** *former political science teacher, John Foster Dulles Senior High School, Sugar Land, Texas.*

NEA's long-standing concern with securing and preserving First Amendment rights of educators is reflected in activities of the DuShane Emergency Fund and passage by the NEA Representative Assembly of resolutions relating to academic freedom and freedom of a teacher to select instructional materials. Incidents of attempted censorship in the classroom or school library should be reported to the staff contact for the Ad Hoc Committee, Joel D. Gewirtz, in the NEA Office of General Counsel.

NEA is participating in the National Ad Hoc Committee Against Censorship and has endorsed the Statement of Concern printed below. The Committee consists of a wide variety of organizations committed to protecting academic, literary, and artistic freedom. Among other organizations which support the Statement are the American Civil Liberties Union, the American Library Association, the Child Study Association of America, the Directors Guild of America, and the National Council of Churches.

"The steady erosion of First Amendment rights, stemming from the Supreme Court's 1973-4 obscenity holdings, menaces ever more critically the freedom of communication that is the indispensable condition of a healthy democracy. In a pluralistic society it would be impossible for all people at all times to agree on the value of all ideas; and fatal to moral, artistic, and intellectual growth if they did.

"Some of the . . . [member] organizations reject all barriers abridging access to any material, however controversial or even abhorrent to some. Others reject barriers for adults, so long as their individual right of choice is not infringed. All of us are united in the conviction that censorship of what we see and hear and read constitutes an unacceptable dictatorship over our minds and a dangerous opening to religious, political, artistic, and intellectual repression." □

Defense Mechanisms

By STEVE BRODY
English Teacher, Eastchester (New York) Senior High School.

Many teachers are forced to erect defense mechanisms to cope with the erratic behavior of some of their students. I am no exception, and over the years I have developed a full repertoire of protective techniques. A few of these methods have proved successful, and so I pass them along to you for what they are worth.

One of the most persistent irritations is the *Cougher*. What makes this breed difficult to defend against is that they multiply so rapidly. I once began a session with nothing to disturb the cathedral quiet but a young miss muffling a delicate cough with a tissue. Thirty minutes later my classroom sounded like a hospital ward full of flu victims.

One year I had a chronic cougher named Marylin Runge in my class. Marylin was a cougher for all seasons. Hers was one of those low, penetrating sounds that seemed to carom off the blackboards. Marylin sat in front center, and when she cranked up to cough, I ducked behind my desk.

What does a teacher tell a cougher? Stay home? Go see the nurse? Not when the student is gunning for a perfect attendance record. So I evolved more subtle techniques. When returning Marylin's compositions, I would attach the latest bulletin from the American Medical Association on the treatment of colds. I suggested that she read *Microbe Hunters* for a nonfiction book report. Once I surreptitiously stored a package of cough drops in her desk. Somewhere along the line Marylin got the message and switched her priorities from attendance records to good health.

Another prime nemesis of teachers is the *Composition Scrawler*. This type has done more to impair the vision of teachers than the fine print in our contracts. I started out in this business as a clear-eyed 20-20, but time and theme have exacted their toll.

I have set up two separate defenses against the scrawler. In step number one, I write a critique on the scrawler's composition in the same illegible style. This prompts the offender to seek me out for a translation, at the same time expressing dismay at my lack of legibility. I respond by maintaining that sloppy writing is contagious. Most students take the hint and make an effort to control their errant ball-points.

Occasionally, however, the message goes unheeded, and I must resort to sterner stuff. At such times I will read the scrawler's paper aloud to the class, letting the chips fall where they may. Recently I read a book report in this manner, written by scrawler Florence Packman. It came out as follows:

The Grupes of Weath is a stony abond the Jood farily. They louse thore hume in Olkaboma becowes the deest had rooved the lard. The bunk fanced them to jive up thore horse, so thy heave and jo to Cabigarnia. . . .

Florence raised her hand and pleaded that I cease immediately. "Please," she exhorted. "I'll print my compositions from now on. I promise to be neater. I'll take more time. Only please stop reading my paper aloud."

Florence was true to her word. Her penmanship improved to the point where it is now something to write home about.

Another character who can ruffle a teacher's equanimity is the *Snoozer*. Time was when snoozers regarded my classroom as their own personal bailiwick, a refuge from the travail of compulsory education, where they might renew themselves for more arduous disciplines like math or science or jewelry design.

I was reasonably tolerant in those days, sensitive to the rigorous regimen of healthy, active teenagers. Word soon spread that I was an easy mark, good for 40 minutes of beddy-bye. On mornings following a late basketball game or a senior hop, my classroom resembled a bivouac area after a 20-mile march.

I have adopted stern measures to deal with the snoozer. I now keep a loaded Polaroid camera handy. When offenders doze off, I tiptoe to their desks and snap their pictures. I then wake them and confront them with the factual testimony. Unless they promise faithfully to mend their ways, I threaten to send the pictures home to their parents as proof that they are betraying their parents' trust and tax dollars.

The admonition almost invariably pays off. One day recently, however, my campaign to eradicate snoozers struck a snag. Walter Rohr, a heavy-lidded senior, fell fast asleep during a class discussion of Wordsworth's poem "Intimations of Immortality." Thoroughly disgusted, I reached for the camera and snapped Walter in his comatose state. Then I jarred him awake and flung the picture at him.

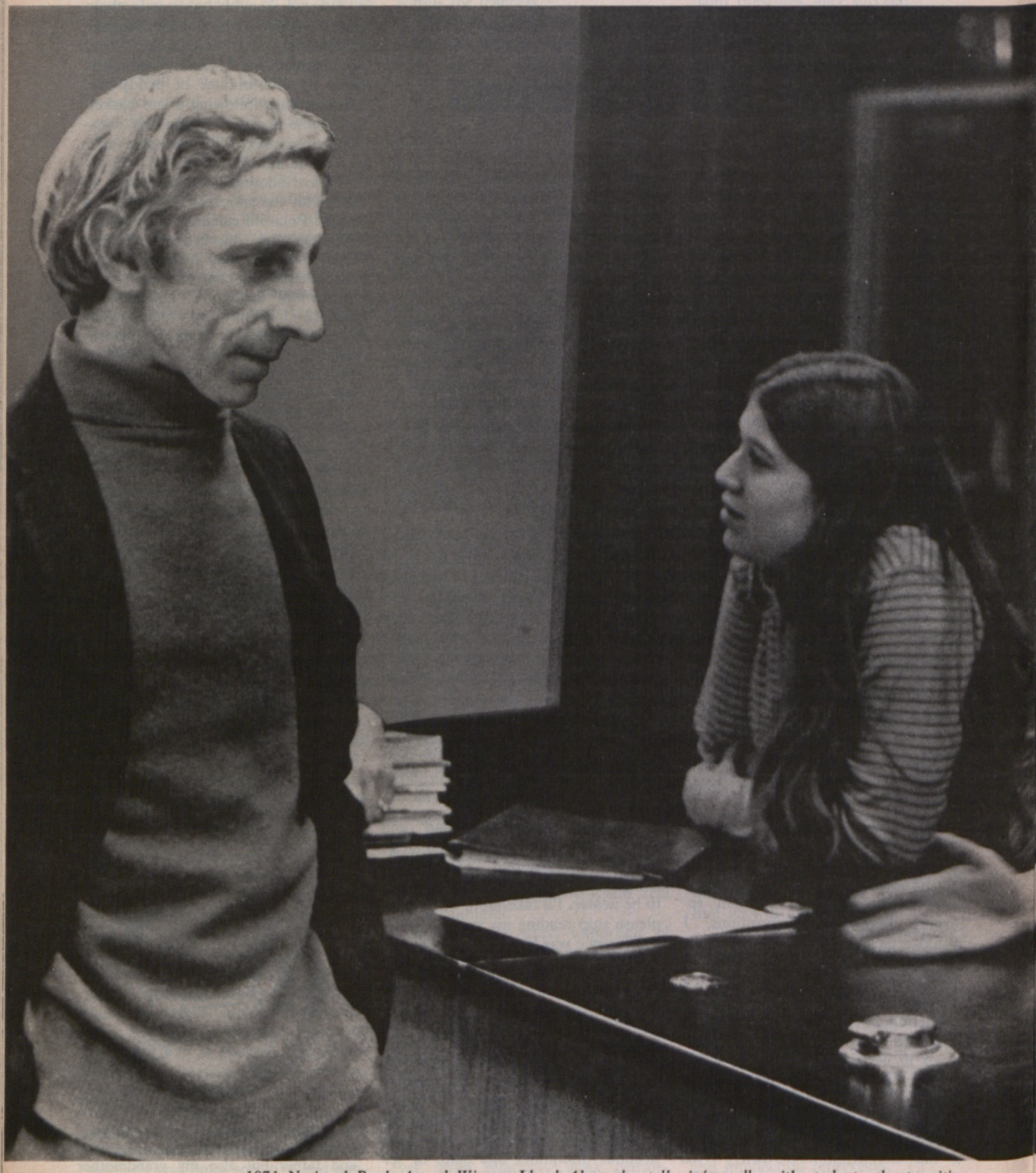
"That will go to your parents," I said.

Walter shook the cobwebs from his brain. He studied the picture, then looked me square in the eye.

"Can I order six extra prints?" he asked. "I want to send them to my friends." □

Bo Brown

"I think I'm in trouble with my teacher. She not only wants to see my mother and father but also my grandmother and grandfather."



1971 National Book Award Winner Lloyd Alexander talks informally with students about writing.

Anatomy of a High School Humanities Course

This is another in a series of articles presenting instructional techniques in various disciplines that seem likely to motivate students.

By **FRANCES M. CARTER**
Teacher of English and Humanities, Marple Newtown High School, Newtown Square, Pennsylvania.

In establishing a humanities course at Marple Newtown High School, my two colleagues and I wanted to help students find their identities through the arts. We also hoped to help teenagers cope with the constant change of today's society by coming to grips with some of life's basic questions and examining the answers suggested by some of the world's great artists and philosophers.

But our enthusiasm was tempered with trepidation, for the mortality rate of such courses appeared abnormally high. As we read, observed, and talked with other teachers, it seemed to us that several factors contributed to the demise of these courses: the difficulty of scheduling an interdisciplinary team together for the same period five days a week for class and in other sessions for planning; a subtle departmentalization, which can hamper any interdisciplinary effort; lack of adequate funds to field a quality program; and a general misunderstanding on the part of students as to just what a humanities course entails.

Fortunately, we did not have the first three problems. However, we shared the last with others who have developed humanities courses. The term *humanities* covers a plethora of subjects, and descriptions of these courses are often so vague that students are understandably mystified and prefer to elect courses that are spelled out in more detail.

Because our course—Self-Identity Through the Arts—was scheduled to begin in the second semester of the 1971-72 school year, our schedules were arranged the first semester so that we could meet one period every day to plan and write curriculum. From September to December, we conducted, in effect, our own humanities course. In an effort to clarify just what the course would encompass, we held a latter-day Platonic symposium: What is the good life? Why are we here? What is our relationship to God? Is man the measure of all things?

Since self-identity was to be our dominant theme, we concentrated on the individual in the first few weeks of the course. On the first day of the class, we presented Saul Bass's inspired short film, *Why Man Creates.* (We have now taught the course several times, and this film is still just as well received as it was the first time.) Profound but not ponderous, it has great wit, imagination, and depth.

After a student-led discussion about the film on the second day, the next few sessions involved all the necessary impedimenta of a new course—an explanation of mechanics (grading, seating, attendance) as well as of content.

We had prepared a one-page

rationale to hand out, since there was no reason to assume that our students would understand the what and why of the course without some explanation. We also gave students a Profile Questionnaire so that we could individualize instruction as much as possible in our overflowing group of 100.

In addition, we distributed a Taste and Talents Survey in order to ascertain individual and collective exposure to the arts. The responses to this questionnaire told us how many played musical instruments, went to plays or concerts, visited art museums, pursued hobbies. As we surveyed the completed forms, we were struck by how little these young people had been exposed to the arts, aside from the cultural activities in which they had participated at school.

For the next three days, we used a three-part self-analysis program entitled "Developing Life Plans" by Gordon L. Lippitt. Part One explores goals and ambitions, Part Two assesses strongest and weakest points, and Part Three involves planning for the future.

Then we invited a clinical psychologist to explore the stages of human development with the class, placing particular emphasis on the role of the arts in enhancing the self-actualization process. This session led smoothly into a look at each of the arts in contemporary life. At this point, we incorporated the talents of faculty and residents and professional artists in the greater Philadelphia area into the class sessions.

The next unit, the American Dream, included the Horatio Alger mystique, hero versus anti-hero, the melodrama, the soap opera, the Jazz Age, and the so-called Golden Age of Hollywood. Just how this multifaceted American Dream manifested itself in the arts of the late nineteenth and the twentieth centuries seemed a crucial area to explore if we were to comprehend the present and our own roles in it.

In the next unit called Alienated Man, we took a close look at the American arts since World War II.

While these units were in progress, the students worked on independent study projects which they would ultimately share with the class. To joggle their imaginations, we provided a four-page handout that listed more than 100 possible creative projects in the arts.

Now, to progress from sublime theory to cold reality. How did our shiny new course work out?

We found that as long as *we* provided the program, the class maintained a certain degree of interest in the proceedings. From the first, one of the most successful aspects was the involvement of talented resource persons—professional, semiprofessional, and amateur.

Unfortunately, when it came to the students' own participation, we were met with waves of apathy, which we attributed to spring fever, senioritis, and the fact that the students had grown accustomed to the passive roles to which they had been relegated. Since we had expected little of them earlier in the course, they found it difficult to switch roles and become innovative and imaginative in presenting their own "creative" projects. We watched sadly as a program which had started with such hard work and high hopes sank to a low ebb at semester's end.

Another disappointment was the response to the evening Great Film Festival, which consisted of four film classics (*The Loneliness of the Long Distance Runner, The 400 Blows, Citizen Kane*, and *Zorba the Greek*). Only a handful of class members and others attended these films, shown at three-week intervals during the semester.

We had yet more woes. In a well-intentioned effort to provide as humanistic an atmosphere as possible, we shunned alphabetical seating and testing. We even stated that anyone could earn a B in the course just by attending class regularly since, we reasoned, a grade in such a subjective course would be impossible to assign with any degree of fairness.

Our theories backfired. We had overlooked the strong influence of 11 years of traditional schooling on our students. They equated such tactics with "fun and games" and interpreted them as a sign of our weakness.

Nursing our wounds and clutching our hair shirts about us, we sailed into the second year of Self-Identity Through the Arts, armed with a complete list of our mistakes and a few minor triumphs. We recognized the need to revamp the course entirely, providing far more structure.

My saga now brightens. The next time around, our renovated course structure and new mechanics worked (and have continued to work in subsequent years). In rethinking the course, we developed a series of units that cover the basic concerns of our pilot course but also provide more substance and continuity. The new units include: Who Am I? (The Self-Actualization Process), Artists' Self-Portraits, the Role of the Creative Person in Society, the Creative Process, the Scientist as Creator, the Role of the Critic, and the Dynamics of Change (the Arts as a Reflection of Contemporary Life, the Role of the Arts in Coping with Rapid Change).

One of the most successful changes was the addition of a series of readings for which students wrote reaction papers. These readings came from a variety of sources —selections from novels, short stories, biographies, essays, newspaper articles, poetry, plays—and were closely coordinated with a specific unit of study.

In early sessions of the course, we assigned Alvin Toffler's *Future*

Shock in order to prepare students for the Dynamics of Change unit. This book provided the foundation for a creative arts project—a long-term assignment for each student. The assignment sheet suggested areas of exploration into the future, covering the arts, sciences, and social concerns. We encouraged each member of the class to do an intelligent research job on the past and the present in order to make educated guesses about the future; we made ourselves available as resource persons, suggesting approaches to topics, helpful research tools, and ways of handling material.

We also encouraged work in small groups. When each person had decided on a topic, we gave the class a breakdown so students could get together and pool their resources. There was the usual good-natured grousing and a few disgruntled snarls, but the class began to read, write, discuss, and interact in a far more positive way than had our "spectators" in our first attempt.

We also instituted a self-evaluation process. Students evaluated their own performances and suggested grades. This proved highly satisfactory.

We also abandoned the sit-anywhere-you-like policy in favor of seating students alphabetically within each mini-class (each teacher has one-third of the class). Unexpectedly, this change resulted in a friendlier atmosphere in this class by providing less chance for buddies to group together, thus giving opportunity for making new friendships.

In the initial Who Am I? unit, we showed an Encyclopaedia Britannica film, *The Humanities—What They Are and What They Do* and a two-part filmstrip/cassette program, *Dare To Be Different* in addition to *Why Man Creates.*

Once again, the clinical psychologist spoke to the class. His talk on Abraham Maslow's self-actualization approach put the course into clear focus at the outset. (In subsequent classes, we also invited a well-known local psychologist who specializes in transactional analysis to give an overview of this *au courant* approach.)

In conjunction with the Who Am I? theme, the class used excerpts from Eric and Mary Josephson's *Man Alone* (a popular anthology of existentialist writings), portions of Vance Packard's *A Nation of Strangers,* and selected doses of the writings of Buckminster Fuller. In addition, students watched some short films which deal creatively with the identity quest, including *Up Is Down,* a wry look at the nonconforming person in society, and *The Beginning,* an animated cartoon about society's reluctant acceptance of new ideas.

A unit on the Artist's Self-Portrait was a natural outgrowth of the first unit. Our art teacher presented an excellent slide-talk on artists' self-portraits. Then, the students created their own self-portraits in any medium. We received all manner of self-portraits—tapes of original music, embroidered dresses, culinary delicacies, and even a gigantic lighted totem pole covered with mementoes of its creator's past.

As a bridge to the next unit, the Artist in Society, we invited two people involved with art to speak. The Director of Urban Affairs of the Philadelphia Museum of Art discussed the museum's attempts to establish a closer rapport between the artist and society, the museum and the city; and an accomplished young artist from the Corcoran School of Art in Washington, DC, showed slides of his work (colorful, free-form acrylic masses) and discussed his art and his relationship with the society in which he lives and creates.

As part of the Artist in Society study, we presented the full-length film, *Lust for Life,* about Vincent Van Gogh's brilliant and erratic life and career. We also showed *The Agony and the Ecstasy* about another tormented genius, Michelangelo.

Having decided that our Great Films Festival failed the first time because we had not discussed the film classics in advance, we subsequently spent ample time introducing films to our students. They wrote critical papers on plot, theme, and cinematography and discussed them in detail in class. (Even though we presented these films in class over several days time, we arranged for evening showings too for the benefit of the rest of the student body and the community. Attendance was good—partially because students who had seen the films in class encouraged others to see them.)

Both the Creative Person in Society and the Creative Process units gave us an excellent opportunity to present artists of all sorts to our students, and this has been the most memorable facet of the course—the opportunity for the class to rub elbows with creative persons. How can students' lives remain unchanged when they have experienced—

The mellow sound of eighteenth century instruments played by a

We held a latter-day Platonic symposium: What is the good life? Why are we here? Is man the measure of all things?

string trio from the Philadelphia Orchestra?

The fluid rhythms of the Swarthmore College Black Dance Group interpreting *The Creation* and *To Be Young, Gifted, and Black?*

The quiet, wry humor of Lloyd Alexander, one of the 1971 National Book Award winners, talking about writing?

The sometimes raucous, often haunting, songs of a 19-year-old recording artist, a confessed romantic who plays rock with classical overtones?

We also played host to a number of our own talented Marple Newtown students. Actors from our Performance Group demonstrated acting exercises and involved members of the class in the process. Other talented students danced and sang for us.

As a class we attempted to exercise creativity by such activities as making an enormous mural with everyone contributing to the work. Our most creative effort, however, was an animated film done with Day-Glo felt pens on used film that had been bleached. The class created a story line, and each boy and girl did about 25 frames of the film, picking up the plot from the preceding student. Of course, the process was the most important consideration, but the premier performance of the group effort was hilarious. No one was prepared for the rapidity with which 25 frames can be shown; the air was rent with squeals, anguished cries, and helpless laughter.

In the Scientist as Creator unit, we invited a panel—the Counseling Division chairman, the Art Department chairman, and a physics teacher—to mull over the topic, Creativity Versus Critical Thinking. This led to a spirited reaction from the class as did a three-day program presented by one of our chemistry teachers in which he analyzed the lives, the philosophies, and the contributions of three famous scientists—Albert Einstein, Werner Von Braun, and J. Robert Oppenheimer.

Two films were presented that coordinated closely with this unit: "Messengers from the Stars" and "Anti-Darwin Theory." The former concerns the unheeded efforts of friendly people from another planet to gain the attention of earth people who are mesmerized by their own technology. The latter is the tale of a worm who works his way up to human status only to retreat back to wormhood after undergoing the stresses and strains of human existence.

During the unit on the Role of the Critic, the class studied the principles of criticism. What is the role of the critic in society? What are the various approaches to criticism? Who were some of the great critics of the past? Who are our leading contemporary critics? Can anyone criticize, or must a critic meet certain criteria?

After a brief introduction to some of the nineteenth century greats of criticism, we discussed the role of criticism today in the arts. We gave students a chance to test their critical expertise by showing two full-length films, *The Fountainhead* and *Citizen Kane,* and allowing the class to criticize them. First, of course, the students established the criteria by which they would judge the films.

Our last unit, the Dynamics of Change, built on all the rest and projected into the future. Here we covered many of the topics presented by Alvin Toffler in *Future Shock* and Don Fabun in *The Dynamics of Change*. The Fabun book contains a wealth of material that we used in a variety of ways during the course.

A guest speaker during the unit was an English professor from Swarthmore College, who discussed the growth of the science fiction genre from Edgar Rice Burroughs to current author Isaac Asimov.

One major activity during the last months of the semester was an ambitious one—class sponsorship of "Celebrate Life Day," an event that involved the student body and faculty of our high school in scores of workshops in the arts and crafts. The emphasis was on participation, the learning of new skills in hands-on workshops, which ran the gamut from macrame, leatherwork, and candle making to gourmet cooking. The humanities class assumed the leadership role in planning and executing the program.

Teachers and students had the chance to interact in informal surroundings, and many enjoyed learning new skills. For the humanities class, it represented an activity in which they could channel imagination, creativity, and energy.

This past spring, Celebrate Life Day added several new dimensions. The number of workshops expanded to 103, including several more academic courses as well as many new hands-on arts and crafts workshops. Some of the favorites were: backpacking, computer games, the Bermuda Triangle, and talks by several prominent legislators, lawyers, and television personalities.

Increased student leadership made the day an even greater success. The faculty sponsors watched in admiration as students took the initiative for planning and executing the complex schedule. "The best day all year," pronounced the principal.

As the course continues, we plan even more student participation in planning and evaluating. Another aim is to focus more on small groups in which the youth can participate actively. More evening and weekend cultural trips are also on the agenda. It has taken three years, but apparently Self-Identity Through the Arts is at last discovering its identity. □

Black Students at White Colleges

By **HENRY JOHNSON**
Vice-President for Student Services, University of Michigan.

Prior to 1969, when recruitment of black students by prestigious white colleges and universities began to develop impetus, there was little concern about how these students fared in learning to cope in a predominantly white environment.

As a result of minority recruitment (thus far, primarily among the disadvantaged) and opportunity and affirmative-action programs, black high school graduates now enter college in nearly the same proportion (48 percent) as whites (49 percent). Thus, it is time for thoughtful people to ask, "How is the disadvantaged black student doing on campus?"

Despite numerous instances of achievement and success, colleges and universities have found that between admission and graduation, some conditions still contribute to a high rate of attrition among black students at white universities.

A good many black students leave because they entered college minus the skills they needed in order to make the grade academically. At Michigan, as elsewhere, many black students in good academic standing also drop out. When we ask them why, the students frequently mention, among other things, uncertainty about the relevance of their courses to careers and a feeling of social alienation from teachers.

Although counseling is available to these students, many do not take advantage of it.

Let us take a closer look at the problems and conflicts faced by many black college students in general but at Michigan in particular and the ways in which we may expect them to react or cope with the problems.

I will discuss three basic mechanisms available to these students (or to any individual) for coping with frustration: cooperation, withdrawal from conflict, or aggressive behavior.

Cooperation. In the area of interpersonal relations with white students, the black student may use a cooperative approach when subjected to what he or she perceives as racist or insensitive comments. The black student may attempt to explain to the "uninformed" white colleague that comments like this can lead to serious misunderstanding. Such a cooperative reaction actually becomes a part of the educational process on both sides. This kind of education can also take place in other situations as, for example, when black and white students room together and establish a relatively deep relationship.

Cooperative responses may achieve similar results in a variety of fraternal, social, and academic groups, where the black student has a chance to demonstrate competence and contribute to the group.

Sometimes the individual may cooperate simply by accepting whatever personal or institutional challenge is offered. This form of cooperation requires the individual to be psychologically strong and self-motivated.

Another form of cooperative be-

havior is that of imitation, wherein black students may try to duplicate the success and experiences of white students. This approach has seldom worked for black students from the inner city because their background has not prepared them to deal with institutional mechanisms and resources that may be taken for granted by white students.

However, I find that at the University of Michigan black students are learning behaviors considered appropriate in a success-oriented society.

Withdrawal from Conflict. Avoiding conflict situations at the white institution is a poor means of coping. The black student may choose to move away from the painful stimulus in the mistaken hope that by so doing the pain will go away. Or he or she may become highly individualistic in behavior and manifest a passive-aggressive posture toward everyone on campus.

Such attitudes may also be adopted collectively as when black students attempt to ignore the institution and its perceived "insults" by forming their own associations which exclude whites. They may take over a certain lounge or other area within the institution.

Even though the institution may go along with such attempts, the fact remains that the black students are trying to withdraw, to separate themselves from the pain of confrontation. This is manifested more specifically by isolation and by developing a group identity that provides emotional support by establishing a "back home" situation.

A similar situation may occur on campuses that have active black studies departments or centers devoted to black culture and activities. Black students, collectively and individually, may submerge themselves in such organizations, saying symbolically to the white establishment, "I don't need you. This is where I will gain whatever skills I need to function and survive in the black community."

This, however, presupposes that individual students are going back to the black community upon leaving the institution. The dilemma posed here was expressed in the testimony of a Harvard student. After four years at Harvard, during which he made extensive use of this strategy, he did not feel prepared to meet the world on its own terms. He also knew that the black community would not knowingly accept inferior service from either a white professional *or* a black one.

By restricting himself almost entirely to social and intellectual contacts with other Blacks, this Harvard student had not gained the social and academic skills that would allow him to address himself to the kinds of problems that the black community faces.

Along with this sort of separatism goes the identification with strong nationalistic and often separatist ideologies which can, indeed, be a fountain of inspiration for the black student desperate for some ideological undergirding to see him or her through the crisis.

This situation most often arises when the student becomes totally dependent upon the persuasive, if transient, ideologies of fellow students and of black faculty members who come and go at a rapid rate today. The greatest weakness of this approach is that students don't acquire the pragmatic survival skills that usually result from wide involvement in traditional academic and extracurricular endeavors.

This tendency toward withdrawal also manifests itself in other ways. For example, some black students transfer to other institutions because they believe that they cannot cope with the present setting either academically or socially. The emotional and psychological strains that induce a student to transfer or drop out may be unrelated to the academic setting.

Certainly the most unfortunate kind of withdrawal is the student's decision to resort to self-destructive behavior, which ranges from use of drugs and suicide attempts to giving up and being demoralized or defeated by the majority setting.

Acting Aggressively. And finally we come to the black students who try to cope by means of aggressive or acting-out behavior. This can have both productive and counterproductive sides. Controlled aggression may provide the stimulus for constructive change in our institutions if it is managed properly and channeled into constructive behavior. But aggression must be seen as a means to an end and not as an end in itself.

An example of the positive use of aggression has been the efforts by black students to engage the white establishment (both at student body and administrative levels) in dialogue about the issues that cause much of their basic conflict and pain. The issues have ranged from the numerical lack of black students on campus to the lack of adequate financial support for black students on a white campus and the lack of services to help with inevitable problems.

A basic theme underlying black behavior at the white institution is the same as the one that is implicit in all democratic organization: Black students, individually and collectively, demand that the institution respond to their requests and needs in a fashion which allows them to become involved in determining their own destiny.

Sit-ins were another manifestation of the active and aggressive posture for dealing with conflict of ideology and purpose.

At Cornell University, black students took over a university building to focus attention on their needs. At Columbia University, black and white students did the same thing when Columbia's capital expansion plans would have in-

fringed upon parts of the neighborhood commonly referred to as Harlem. And at my own institution, black students—with help from a supportive white population—closed the university for several days until certain demands related to recruitment and supportive services were met.

Of course, aggressive behavior as a means of coping with the system has negative implications. The formation of separatist enclaves within a larger system on which they remain dependent can be self-destructive to those involved. This tendency is often tied in with the kind of structuring that occurs in the formation of black cultural centers and Afro-American or African studies programs and departments. To be mutually beneficial, these developments in black studies need to be tied into the majority system.

There are other, and more tragic, manifestations of aggressive behavior. While in the grip of sheer frustration, a conflict-ridden student may strike out aggressively against other individuals (black or white) or against property. Such a student becomes emotionally exhausted, with little energy for intellectual achievement.

Negative acting-out behavior may also occur among subgroups within the black student population, largely because of the conflictual currents within their ranks. Oppressed by anxiety and a sense of disorganization, they may cling to a particular ideology and thereupon organize antagonistic cliques. This self-destructive divide-and-conquer syndrome is the very opposite of the direction that such groups should be taking in their attempts to cope with the system.

I believe the black constituency should keep in mind that the most efficient way to achieve worthwhile goals is to keep asking themselves, "What skills can we acquire that will result in long-run benefits to the black community?"

Some Proposals. I'd like to conclude by suggesting some constructive approaches, based on what I have observed in the past two years while involved in student services.

First of all, the white institution should encourage black students to think through and establish priorities. The institution and the students must then agree on these goals and the proper methods of achieving them. Without proper support and commitment from the institution, these students tend to fall back on withdrawal or overt aggression when faced with new challenges and obstacles.

Black counselors who are knowledgeable both in academic affairs and interpersonal perspectives *must* be available to the black student. On occasion, they will be called upon to deal with a crisis, but the major thrust of their effort should be a preventive role.

Anticipation and early identification of problems is of critical importance, for it has been my experience that many black students who enter our universities are allowed to fall into a morass of personal conflict and interpersonal confusion before sufficient attention is paid them. All too often, the first advice given them deals with how to leave gracefully.

Secondly, it is important that colleges and universities redouble their efforts in the areas of recruitment and financial assistance. Black student populations do not yet represent the diversity of their outside communities because much of our effort has been focused on deprived students.

A diverse black population within the predominantly white institution can offer a valuable learning experience to both the black and the white student community.

The white institution must be patient. It must realize that a good many black students will be suspicious—that they will not, in most cases, immediately perceive attendance at the prestigious white institution as the answer to all their problems.

The students may, in fact, become convinced that the university is a living hell if no one makes the effort to welcome them or to provide the kind of useful information needed to keep many problems from arising and to solve those that inevitably will arise. Here, the responsibility clearly lies with the recruiting institution.

Remedial programs also are essential for those who entered with deficiencies. Acquiring the basic skills essential for survival in academia must be made mandatory. To let students enter with deficiencies in skills and then to make no effort to overcome them is to insure the failure of these students.

Some kind of in-service training may be needed for faculty members to help familiarize them with the needs, aspirations, and abilities of the black students they teach. In many institutions, black students perceive white faculty members as being the least sympathetic to their sense of alienation in the white institution. They tend to feel that white administrators are more sensitive and responsive to the needs of minority students.

Finally, it is essential that the university see itself as a microcosmic community with all of the problems; the aches and pains of political strife and ideological confrontation; and the struggles and aspirations of its various citizens, whether student, faculty member, or administrator.

When our institutions demonstrate this awareness, our black students can begin to give up certain coping techniques and devote their energies more effectively toward acquiring the kinds of skills that will make them effective and contributing citizens. □

Mr. Johnson discussed this topic at the 1974 annual meeting of the American Orthopsychiatric Association.

Tired and Frustrated Teachers

By **DAVID W. ADAMS**
Professor, Teacher Education Department, Western Michigan University, Kalamazoo.

Recently I visited an alternative high school in the Midwest. At the end of our talk, the principal asked me rhetorically, "What do you do with exhausted teachers? One thing is clear. Teachers here burn themselves out in two or three years."

His concern was an echo of comments I had heard again and again from teachers and administrators during my coast-to-coast visits to traditional and innovative secondary schools, while on a sabbatical from Western Michigan University. But his question, coming as it did at the end of a 10,000-mile expedition into the "real world" of public schools, forced me to face the disturbing frequency with which I had heard similar statements across the country.

I suspect that a lot of teachers in public schools, especially in secondary schools, are weary and frustrated, some to the point of anger. They grapple with conditions which induce enervation.

Three conditions make teaching in the public schools especially difficult these days: (a) conflicting values, (b) the demands of public accountability, and (c) the good shepherd ethic.

Conflicting values. Citizens expect school teachers to stand for something, to exemplify traits and practices that are good and right. They expect teachers to have model values and to promote them in others.

When teachers' values conflict with social norms, particularly those of the local community or with those of administrators or students or other teachers, a pervasive tension marks their professional life. In time, this continued tension induces strain and fatigue.

In a pluralistic society dedicated, in principle at least, to respect for differences among people and to universal education for all, teachers' values will inevitably be in conflict with those of some segment or segments of the community in which they teach. Therefore, tension is a fact of professional life in our public schools.

In the past 15 or 20 years, however, these tensions have increased enormously as the school has stood near the eye of a social storm. The civil rights movement, the women's movement, the surging activism of the young, an unpopular war, a national political scandal, and other social conditions have significantly changed the moral climate in which teachers practice and, just as important, have changed the values of many teachers.

The traditional curriculum has been challenged as its racial, ethnic, class, and sex-role biases have been exposed, and many teachers have been forced to face themselves anew in the effort to develop a curriculum that is intellectually honest and socially relevant. Traditional patterns of authority have been eroded, and some teachers have been almost totally disarmed by loss of the supporting ground and sanctions of traditional autocratic authority. The integrity and credibility of establishment teachers have been attacked, and many teachers have been demoralized by their inability either to earn respect or to demand it.

A great many teachers across the country are confronted by conditions that require a soul-searching review of *what* they teach; *how* they teach; and perhaps most important, *why* they teach.

For some teachers, this is a time of deep confusion as they try to sort out their values and reorganize their ideas and practices. For others who remain assured of the soundness of their past values and practices, this is a time of deep frustration because the school is "out of control" and they are powerless to translate their values into effective practice.

Whatever the reason, a good many teachers find themselves out of step with the social demands of the communities in which they practice. For many, this creates despair.

The demands of public accountability. Another source of frustration among teachers is the recent insistence that professionals be accountable. Accountability, of course, is not a demand that teachers can ignore or deny. The schools of an avowed democracy cannot be above the people, and professional practitioners, instead of trying to escape public criticism, should seek public direction and evaluation. This isn't the issue.

The issue—and the source of

(Continued on page 40)

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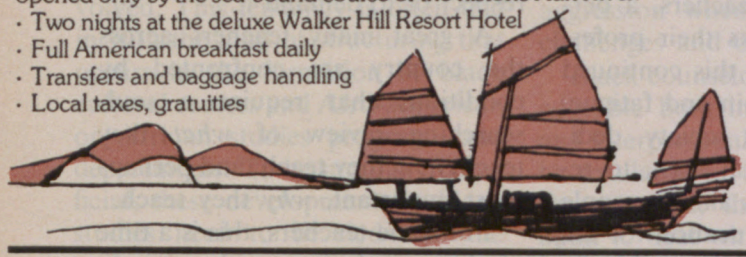

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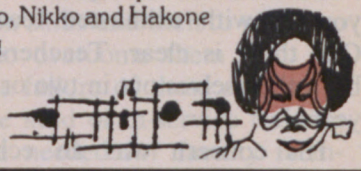

Spring 1975

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March 29-April 5, 1975. **$385** from New York City, plus 10% tax/service (based on chartered Yugoslav Airlines Boeing 707 jet). Spend six nights in Split, located at the mid-point of the Dalmatian Coast in Yugoslavia, where climate is tempered by the Adriatic Sea to make this city an ideal one to visit in any season. Your price includes Continental breakfast and dinner daily, with accommodations at the deluxe Hotel Lav, in addition to regular tour services described elsewhere on these pages.

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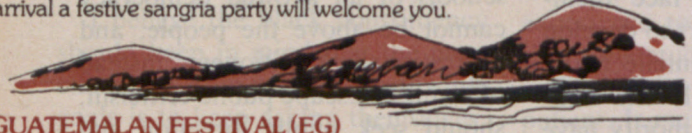

GUATEMALAN FESTIVAL (EG)

March 29-April 6, 1975. **$489** from New York (plus 15% tax/service). *Includes:* 3 nights in Guatemala City, 3 nights in Antigua, and 2 nights in Lake Atitlan, with total of 16 meals; visits to the markets of Solola and Chichicastenango; excursions to Tikal, lost city of the ancient Mayas, and to Lake Atitlan, where you cross the lake by motorlaunch to the Indian village of Santiago de Atitlan.

EASTERTIME IN MEXICO (EME)

Acapulco-Taxco-Mexico City. March 26-April 2, 1975. **$398** from Philadelphia (plus 15% tax and service). Jet transportation via American Airlines; first-class hotels with private bath throughout, twin occupancy; 3 nights in Acapulco at the Ritz Marriott Hotel; 1 night in Taxco at the Hotel de la Borda or Posada de la Mision; 3 nights in Mexico City at the Chateau Royal; 12 meals; a one-hour cocktail reception before the farewell dinner in Acapulco; a performance by the "Rolando Pimentel" Folklore Group after the farewell dinner in Acapulco; welcome tropical drink on arrival at hotel in Taxco; welcome domestic drink on arrival at hotel in Mexico City; half-day tour of the Pyramids of Teotihuacan and Shrine of Guadalupe in Mexico City; half-day tour of Mexico City highlights and the Museum of Anthropology.

RENDEZVOUS IN RIO (RBE)

March 25-April 2, 1975. **$359** from New York City (plus 15% tax/service). Single room supplement $69 additional. Eight-day vacation in Rio de Janeiro, Brazil, features air transportation via Trans International Airlines DC-8 stretch jet; accommodations for 7 nights at the superior, first-class Hotel Gloria, located between downtown and Copacabana in the Flamengo Beach area, in twin-bed rooms with private bath or shower; round trip transfers; Continental breakfast daily; one full-day city orientation tour; orientation meeting with samba music; a visit to a gem workshop and free souvenir; gala dinner and host services. Optional side tours available at additional cost.

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OHT-1	June 24-July 13	**New York**, Wash DC* and Balt.*	OHT-9	Aug 3-Aug 22	**New York** and Boston*
OHT-2	June 29-July 18	**Chicago** and Detroit*	OHT-10	Aug 8-Aug 27	**Chicago** and Indianapolis*
OHT-3	July 4-July 23	**Philadelphia** and Pittsburgh*	OHT-11	Aug 13-Sept 1	**New York**
OHT-4	July 9-July 28	**Washington, DC** and Buffalo*	OHW-14	June 22-July 11	Los Angeles
OHT-5	July 14-Aug 2	**New York** and Boston*	OHW-15	July 2-July 21	Los Angeles
OHT-6	July 19-Aug 7	**Chicago** and Minneapolis*	OHW-16	July 12-July 31	Los Angeles
OHT-7	July 24-Aug 12	**Philadelphia**	OHW-17	July 22-Aug 10	Los Angeles
OHT-8	July 29-Aug 17	**Wash., DC** and Columbus*	OHW-18	Aug 1-Aug 20	Los Angeles

Flight OHW-14 thru OHW-18 are via Korean Airlines B-707 jets.

*Transportation between these "additional cities" and the charter departure city shown in bold print will be via regular, scheduled flights. Limited space available from "additional cities" at no extra cost.

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Baltimore, Boston, Miami, Hartford, New York, Philadelphia, Washington, D.C.	$516	$596
Atlanta, Cincinnati, Buffalo, Columbus, Dayton, Indianapolis, Louisville, Memphis, St. Louis	$486	$566
Chicago, Dallas, Denver, Kansas City	$426	$516

Dates
EH-1 March 23-30, 1975
EH-2 March 30-April 6, 1975
AE-1 March 23-30, 1975
AE-2 March 30-April 6, 1975

All tours include air transportation by United Air Lines jet; 6 nights at the hotel; flower lei welcome; get-acquainted briefing; city and Punchbowl National Memorial Cemetery tour; services of a local tour coordinator; all tips to guides/coordinators for scheduled tour events; porterage for 2 suitcases; round trip transfers. Single room supplement on Easter in Hawaii $72 and on Aloha Easter $99; rate for 3 persons (triple in a room) $10 reduction per person, both tours; reduction for each child age 2 through 11 is $99, both tours

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Feb. 16-23, 1975, **$329** plus 15% tax/service from New York. March 23-30, 1975, **$329** plus 15% tax/service from Philadelphia. March 30-April 6, 1975, **$349** plus 15% tax/service from Chicago. A week at the brand new, deluxe Trelawny Beach Hotel, situated on a beautiful beach midway between Montego Bay and Ocho Rios. Golf, tennis, swimming, snorkeling, sunbathing, and exploring Dunns River Falls and Montego Bay are only a few of the delights awaiting you. One half-day sight seeing tour in Montego Bay; 2 rum swizzle parties; hospitality desk to book optional tours or help with plans. Optional dining plan available for 5 breakfasts and 5 dinners for $50.

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CIRCLE QUICK ACTION CARD NO. 20

(Continued from page 38)

frustration—is the view of accountability that is being pushed across the country. This view, based on a simplistic model of causation and empirical verification, assumes that particular actions by teachers directly cause particular outcomes in student performance and that this relationship between teaching and learning can be tested by looking at particular behaviors of learners. Student achievement is assessed by comparing pretests and posttests of performance, and teachers are to be responsible for producing specified results in learner performance, results that have been determined in detail in advance as behavioral or performance objectives.

This view of accountability, which is easily condemned on the basis of appropriately complex models of causation and verification, runs counter to prevailing professional practice and methods of teacher evaluation. The frustration which many teachers are experiencing comes from the demand that they reorganize their practices and submit to a different methodology of evaluation—a methodology that assigns them responsibilities without accompanying authority and discretion for decision making.

Presently, professional practice is focused more on teacher and learner activities than on the learning outcomes of activities. Instructional planning consists of scheduling activities which a curriculum guide or teacher's edition of a textbook recommends or which the teacher intuitively believes to be right. Plans, to the extent they are written, are usually brief notations of day-by-day activities and make little mention of the learning outcomes being sought. Teacher-made tests are usually activity- or instruction-referenced (they test what has been "covered"); they are not referenced to explicit objectives, certainly not to objectives predetermined by some group of individuals who have no personal knowledge of the students.

Similarly, professional practice in schools is evaluated primarily on the basis of observers' judgments about the activities and traits of teachers, rather than on the learning consequences of those traits and activities. For the most part, supervisors judge teachers on the basis of what they see in the teachers' personalities and practices—such things as neatness, organization, efficient classroom management, use of instructional materials, and enthusiasm. Of course, teachers are also judged on such things as student reactions, parent reactions, and the recognition that their students receive. None of this, however, represents a systematic attempt to obtain direct evidence of student learning as a basis for evaluating teacher competence, nor should it, because too many factors that affect students' learning are not under the control of schools or teachers.

The current approach to accountability calls for a major shift in the ways of thinking and practice of a substantial majority of teachers. In being asked to write behavioral or performance objectives in advance, to plan instruction around particular performance outcomes, and then to be prepared to show that instruction has produced specified results, many teachers are being forced into surrendering practices they feel are justifiable and into making false promises. Under this pressure, teachers easily promise too little in order to be sure of meeting the promise, or they promise too much, making the frustration of a failure inescapable.

For some, these new demands, generally imposed from above, are a source of anxiety and frustration.

The good shepherd ethic. A third source of frustration, confusion, and disillusionment for some teachers is the fact that they are caught between the conditions of mass education and the ideal of providing the best education for each and every student—the ideal of the good shepherd ethic.

Traditionally, public schools have been organized for mass education. The ideal of compulsory universal education has presented the school with a heterogeneous population, but diversity has been subordinated to the requirements of group instruction. The curriculum has been largely standardized, methods and materials have been oriented to group instruction, and activities have been organized around common schedules and uniform rules.

Teachers have had to recognize and contend with diversity among students, but they have done so in a setting of standard expectations and uniform requirements. To a great extent, the burden has been on students to fit into the school program, and the onus for failure has fallen mostly on them (or their home environment). The effect has been to protect teachers from student failure but give them a full measure of credit for student success.

However, the good shepherd ethic changes that. Promoted as student-centered teaching and individualized instruction in the rhetoric of education, this ethic subordinates curriculum and instruction to the demand of individual development. It fits the school to the child and requires teachers to invest equal concern (if not equal time and effort) to insure that each student is successful in school, success being defined in relationship to individual needs, abilities, motivations, and the like.

The good shepherd ethic requires teachers to recognize that diversity among students makes standard criteria of achievement, common schedules, and uniform activities inappropriate. It defines

ethical teaching in terms of diversity and flexibility in objectives, testing procedures, evaluative criteria, and all the rest. It asks for an almost endless investment of time and energy in planning activities, in working with students, and in record keeping.

Applied in the context of mass education, the good shepherd ethic shifts a great part of the burden for student failure from the students or their environment to teachers, who are in a setting in which they cannot possibly do enough to meet the needs of every child. It dulls the satisfaction which teachers can take in student successes with a pervasive sense of dissatisfaction when the achievement of even one student is not commensurate with his or her needs and abilities.

For some teachers, commitment to an ethic of individual development in a context of mass education creates a constant sense of inadequacy and dissatisfaction with themselves and with the educational system of which they are a part. It breeds a sense of guilt which increases the weight of every other burden of practice.

There is no single source or cause of guilt and professional frustration among teachers, and there is no one way to reduce or eliminate the weariness and despair which they produce. Nonetheless, the following five suggestions might promote better professional efforts among teachers.

First, those of us involved in the preparation and continued development of teachers must recognize that professional frustration is a significant problem. We also need to realize that teachers' value judgments have a ripple effect in the school, in the community, and in the world and that, conversely, conditions in the world, in the community, and in the school impact on teachers' values.

Just as important, teachers should become more clear about their values, the conditions which influence them, and the effects of their values in and out of the school. Therefore, a second step is to provide both preservice and in-service experiences in examining values—experiences in identifying individual values, in considering the various factors which may act to shape those values in the schools, and in examining the personal and social consequences of alternative professional courses of action. This, of course, is the spirit of values clarification, and teachers can benefit just as much as students from planned activities in this area.

A third step, closely related to the second, is to help teachers find and keep a tenable position between the "real" and the "ideal," between conditions which they see *do* exist and those they believe *should* exist. Novice teachers are especially susceptible, perhaps, to demoralization and despair when their commitments are ground down by abrasive reality. Supervisors and colleagues can help these teachers adapt their aspirations to the conditions in which they must practice while at the same time not surrendering their ideals. Unfortunately, experienced teachers, scarred by battles with resistant reality, sometimes ridicule the novices' idealism and enthusiasm, smugly waiting for them to fall on their faces.

Fourth, the real and ideal can come closer together if teachers have the skills and resources which are commensurate with the sloganized ideals we teacher educators promote. Affective education, competency-based instruction, inquiry teaching, open learning, and the like can be laudable goals. However, unless teachers possess the appropriate skills and resources to implement them, they are largely empty rhetoric.

Too often, teacher education programs are strong in the rhetoric of idealism but weak in the development of the skills which are necessary to move toward the ideal. Too often, also, in-service programs substitute quick inspiration for the slower, more difficult process of helping teachers develop the skills and resources necessary to transform the status quo. Logically, this kind of help should come from experienced classroom teachers.

Finally, teachers must be involved in decision making. In schools, change usually originates at the top. However, ordering teachers to institute new methods may bring about a superficial appearance of change, while permitting teachers to have a say in decisions about school programs is a more effective, albeit slower, way to bring about actual change. Among professionals, dictation breeds dissatisfaction; dissatisfaction breeds and increases the weight of every other burden of professional practice. □

Buresch

"As I look back, one or two teachers come to mind who have helped me through life."

The Importance of Fantasy

Max and his fantasies are depicted in Where the Wild Things Are *by Maurice Sendak. Copyright © 1963 by Maurice Sendak. Reprinted by permission of Harper & Row, Publishers, Inc.*

By SARA MASSEY
Associate Professor of Educational Psychology, Maine Teachers Corps, University of Maine at Portland/Gorham.

Fantasy is an integral part of every adult. Anyone who thinks and feels lives partly in fantasy, and our reality can, in essence, be determined by fantasies (daydreams).

An assumption most of us seem to make is that our fantasies of achievement or fulfillment are something that can't actually happen because we lack the means, the power, the skill, or the knowledge to make them happen.

I am convinced that as adults we truly limit ourselves by resigning ourselves to our day-to-day reality and give up too easily. Then our fantasies remain just that—fantasies inside us. Many of our fantasies may become reality if we choose to make them so. To make fantasies more a part of reality in most instances simply means giving up some of our rigidity and inhibitions.

As everyone is aware, fantasy plays an important role in children's lives. Adults can do much to help when children have inevitable difficulty in separating fantasy and reality.

By observing children's play, we now know that they play and act out what they are trying to understand. Play is the overt process by means of which they try to understand the difference between fantasy and reality. Young children cannot separate the two. Take childhood monsters, for example. As adults, we *know* there are no monsters. To children, however, the monster of their fantasy *is* reality.

The subjectivity of children developmentally makes it impossible for them clearly to distinguish between their feelings about an event and the event itself. This is true regardless of whether the feelings are fear, anxiety, or hostility. All our verbiage and persuasion will not make the very real monsters of the child's fantasy go away.

When fantasy is the child's reality, we can:

1. Accept the child's feelings, not deny their reality. The child is angry, afraid, upset. Respond to these feelings with attention, concern, and caring.

2. Encourage young children to express, re-create, and act out fantasy/reality individually and in groups. Once the children's fearful feelings are dissipated, their fantasies can be worked out through art, pantomime, dramatization, make-believe, music, and talking.

3. Proceed next to help the children *learn* how to control their fantasies by exploring and working through individual fantasies. To do this, I have started by reading aloud *Where the Wild Things Are* by Maurice Sendak. The hero, Max, becomes king in the land of the wild things because he can control the monsters who live there. As he stands before them, he says, *"Be still!"* and uses his magic trick of staring right into their yellow eyes.

4. In creating situations to help children learn their own power of control, I've also used *Scamper* by Robert Eberle. Mr. Eberle uses make-believe and imagination to focus on the dimensions of creativity with young children. He has the children create moose-a-potamuses and zeb-orillas in their minds.

Then later I have talked with children about their own monsters, witches, snakes, or whatever in order to help them exercise control. We know that children's imaginings can reflect their emotional state. Acquiring information about each child's fantasies enables us to help him or her deal with reality.

It is normal and natural for young children to

have imaginary playmates. A. A. Milne's Christopher Robin in *Now We Are Six* talks with Pooh:

"Let's frighten the dragons," I said to Pooh.
"*I'm* not afraid," I said to Pooh.
"That's right," said Pooh to Me.
And I held his paw and I shouted, "Shoo!"

The very real conversations of a child with a fantasy playmate provide another means of helping the child gain control over his or her world. Through the help of imaginary friends, children can also learn to control their violence or fears.

In the older child, say between eight and 11, fantasies change. Play changes. Developments occur. But I'm not sure that the underlying feelings change. These children can more clearly understand that fantasy is their own egocentric world inside them and that reality is the objective world outside them. Intellectually they have progressed, but being able to control their fantasies and feelings is still of paramount importance.

For a year and a half, I was the teacher of a group of 12- to 14-year-olds who were considered emotionally disturbed. Several of them turned their fantasies into reality in illegal or socially unacceptable ways.

At 12, Jerry fantasized having his own car and subsequently he got it. He stole a car, was caught, was released, stole another car. He was eventually caught again, released, and so on.

Then there was Betty. She brought knives to school at least once a week. She wanted recognition, and in her fantasy she was queen of her world with the help of those knives. She controlled her reality very effectively by means of those knives which enabled her to get whatever she wanted.

To change Betty's world was difficult, but the process used was the same as for young children:

1. I accepted the feelings she had as real and let her express them regardless of the facts.

2. I encouraged her and others involved to relive her knifing encounters through fantasy, dramatization, or role-playing (without the knife). I also made use of guided fantasy, which involves describing a general scene and then having individuals mentally fill in the specifics in terms of their own mental images, thoughts, and sounds.

In the discussions that took place among the students following each of these activities, reality was more easily faced because the feelings of Betty and her companions had been accepted and released.

3. I began experimenting to help Betty and the other students find the method of control that would work for them. Many possibilities were explored, no single one of which would work in small doses: early morning trips for coffee and doughnuts; physical activities, such as swimming and football; guided fantasy; role-playing; and class meetings.

Adults control their fantasies and make reality less than it might be. In children, reality is fantasy uncontrolled, making reality more than they'd like it to be. □

For Further Reading

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Mathematics: Yesterday, Today, and Tomorrow

By GEORGE L. HENDERSON
Consultant, Mathematics Education, State of Wisconsin, Department of Public Instruction.

Early in this century, my grandfather taught elementary arithmetic by having students memorize facts and rules. He emphasized units of measure such as inches in sixteenths and feet in twelfths; yards and rods; avoirdupois and troy weight; pecks and bushels; and seconds, minutes, and hours. He was a self-educated man.

Midway through the century, I began teaching high school mathematics without adequate training in the subjects I was responsible for. I learned on the job, then went to graduate school to amass a comprehensive mathematical background. My teaching career spanned many changes, from E. L. Thorndike to Robert M. Gagne in learning theory, from the "old math" to the "new math" to the "revised new math."

My son soon will begin teaching secondary mathematics during the last quarter of this century. His mathematical training at the bachelor's level will be more comprehensive than mine was at the master's level! He will include computer math and the metric system in his teaching menu. He'll deal with such measurement units as centimeters in tenths; meters in tenths; hectares; liters; kilograms; degrees Celsius; and seconds, minutes, and hours.

Time marches on. A century passes. Mathematics education changes. Several generations of teachers struggle through life and only seconds, minutes, and hours seem constant! Mathematics yesterday, today, and tomorrow, as far as education is concerned, can only be described as in a period of change except as related to time itself!

Teaching arithmetic, algebra, geometry, and trigonometry the way my grandfather did is a typical interpretation of the term *old math.* Instructional techniques were based on a learning theory which insisted that we *learn* all things similarly, be they shoe-tying skills or abstract mathematical concepts. Rote repetition of processes or information was considered the most efficient way to learn.

I was taught that way during my precollege education. I vividly remember spending most of an elementary school year memorizing through sheer repetition the 144 multiplication facts. Not once did my teacher call to my attention, or guide my discovering, that 6×9 has the same product as 9×6. Thus, I first learned that 6×9 is 54; then later had to learn a new fact, $9 \times 6 = 54$.

I also remember having to memorize the rules for finding square root on four different occasions: once in elementary school, twice in high school, and once more in college. The reason I had to memorize these rules four times was because I didn't really understand the process and so I couldn't recreate the procedure. The algebra students I later taught during the beginning years of the so-called new

Electronic calculators are frequently used tools in today's math classes.

math learned what square root really means and were able to create and recreate an algorithm for its computation. They also could use the same understanding to compute cube root, fifth root, and so on.

Pioneer development of the "new elementary school math" began in the 1940's when Henry Van Engen, a college mathematics professor, working in a Cedar Falls, Iowa, laboratory school tried to help young children *understand* the mathematics they were memorizing. His efforts soon produced the first commercially published new math textbook series for grades one through nine.

Later, disgusted with old math public school teaching, one of my college mathematics professors, Herbert Vaughan, together with a colleague, Max Beberman, began to develop what was to be called the new high school mathematics. Their UICSM (University of Illinois Committee on School Mathe-

(Continued on page 47)

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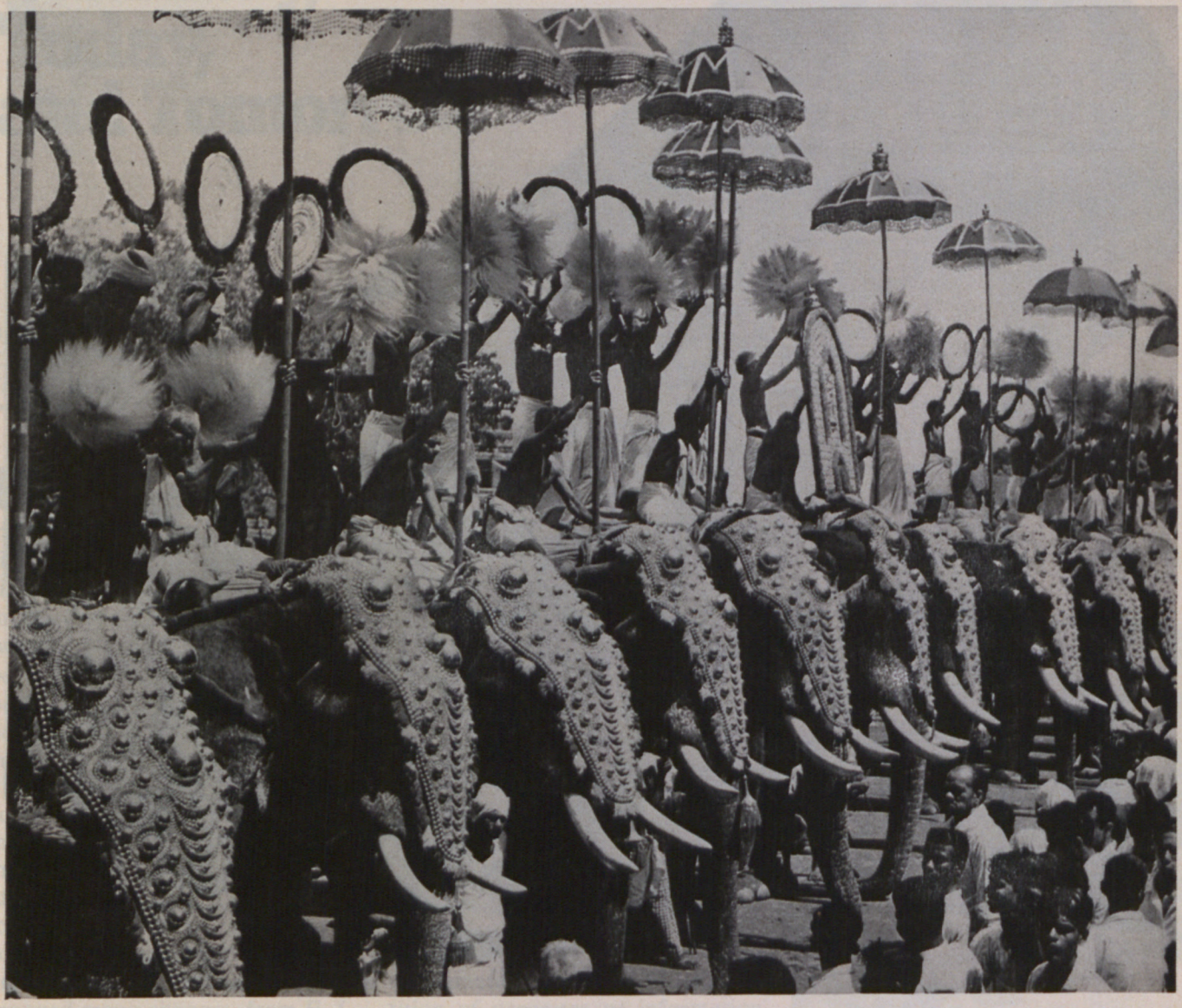

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(Continued from page 45)

matics), developed during the Sputnik era, became one of those supported by federal funds when U.S. panic about Russia's space-travel lead resulted in a national effort to train more scientists and engineers.

Other experimental mathematics programs, primarily stimulated by availability of federal money for research and development, quickly followed those of Van Engen and Vaughan. By 1960, schools were being inundated by publishers promoting new math programs.

The fundamental objective of new math programs was to help students understand what they were learning. Topics were reorganized to better guarantee prerequisite development. Helping students "discover" mathematical truths was touted as a better teaching method. Vocabulary and symbolism were made more consistent from grade level to grade level.

However, bringing many mathematicians into mathematics education endeavors resulted in some overemphasis on a rigorous, deductively organized approach to explaining mathematics to beginning learners. Many pet mathematical topics crept into the curriculum. And, by the late 1960's, a ground swell of resistance on the part of educators, parents, professionals, and others became strong enough to force reevaluation of new math.

People reacted negatively to the new math for several reasons. Standardized testing seemed to show a decline in students' ability to compute during the years new math was most emphasized. Adults found it difficult or impossible to understand some of the newer approaches. Parents became frustrated because they couldn't help children with math homework.

Cultural attitudes toward the importance of mathematics changed from acceptance of it as important for achieving life's materialistic objectives to associating it with materialism during a period of anti-materialistic attitude development. Perhaps most important of all, teachers appeared to be teaching neither new math nor old math but an ineffective mixture of the two.

The 1970's are truly years begetting change. Governmental and political changes brought on by Watergate-related events, industrial changes brought on by environmental and energy problems, and educational changes brought on by greater involvement in decision making—all highlight our traumatic decade. Revisions of the new math, based on evaluation of past results, are also a part of the change pattern. Fortunately, research, evaluation by people with perspective, and assessment of student capabilities are justifying changes. Such broad-based justifications safeguard the mathematics curriculum from the maneuverings of special-interest groups.

Some of the well-thought-out changes which convert the new math to the revised new math include: less use of set theory in the elementary grades, reduced emphasis on formal mathematical "properties," elimination of computation in different number bases in elementary grades (postponing this to the secondary level), gradual incorporation of the metric system of measures throughout the mathematics curriculum in accordance with student capability and prerequisites, changing geometry instruction from formal deductive to informal intuitive at early grade levels, an increased emphasis on decimal computation and its applications, and looking at calculators and computers as tools rather than as substitutes for human capability.

The only certain prediction about future mathematics education is that changes will occur. It seems safe to say that eventually the United States will adopt the metric system and that going metric will affect mathematics programs. A greater emphasis will be placed on the decimal arithmetic associated with metric measures and decreased emphasis will be placed on the fraction arithmetic associated with English measures.

Perhaps for most people mathematics will become more of a liberal arts subject while remaining a technical subject for those who need it as a tool of a trade. The number of pure mathematicians who study and manipulate mathematics as an independent discipline may not change. The number of applied mathematicians who use mathematics in the solution of practical problems will probably increase. Hopefully, educated people will appreciate mathematics in all four of its roles—as a tool, a language, a science, and an art.

Mathematics as a subject apart from other subjects may tend to disappear in favor of interdisciplinary approaches to educating the individual. Hopefully, if and when this happens, the newer multidiscipline curriculum will include the mathematics appropriate for learners at various developmental stages and will incorporate the important prerequisite order in which some mathematical topics must be learned.

Within mathematics, there probably will be a merging of subdisciplines. Algebra, geometry, and trigonometry, for example, may be combined into a more unified body of knowledge. The study of one math topic in isolation from another should largely disappear.

Our knowledge of how children learn mathematics is constantly expanding and is influencing curriculum developers. As a result, the future should provide students opportunities to learn mathematics in less frustrating ways. □

The National Council of Teachers of Mathematics, an NEA-affiliated organization, cooperated in the planning of this article.

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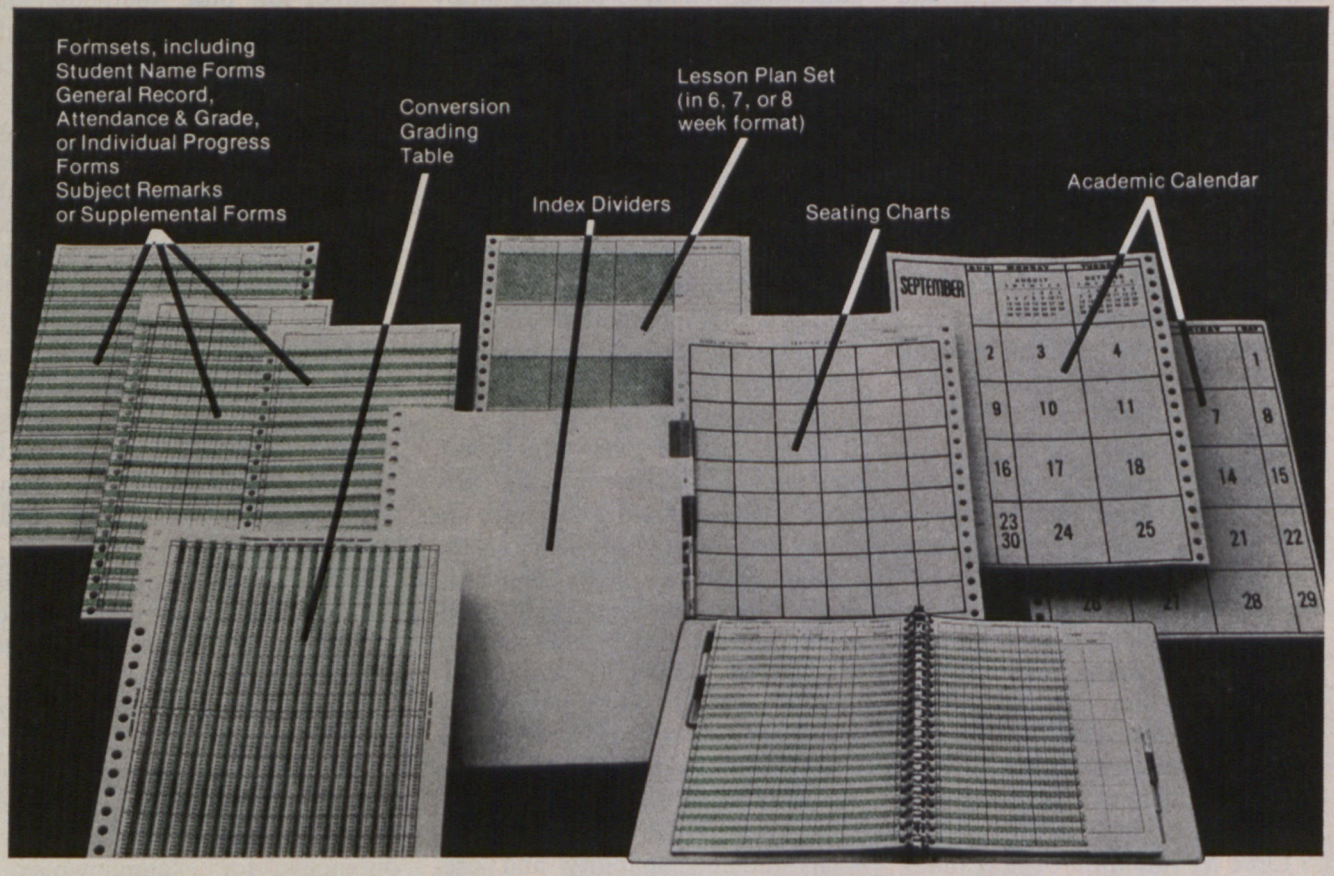
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Sex Bias in Textbooks

By **LENORE J. WEITZMAN**
Assistant Professor of Sociology, and
DIANE RIZZO
Research Assistant,
Department of Sociology, University of California, Davis.

Textbooks have always been a cornerstone of our education system. Although the main function of textbooks is to convey specific information, textbooks also provide the child with ethical and moral values. Thus, at the same time that a child is learning history or math, he or she is also learning what is good, desirable, just.

This second type of information —which sociologists refer to as the "latent content" of textbooks— provides standards for how men, women, boys, and girls should act. This latent content was the focus of research we carried on for the last three years. During that time, we have analyzed the latent content of the most widely used textbook series in the United States in each of five subject areas: science, arithmetic, reading, spelling, and social studies. (A grant from the Rockefeller Family Fund supported the research.) Through computer analysis, we obtained data on the sex, age, racial distribution, and activities of the textbook characters by grade level and subject area.

This article will summarize the ways in which the two sexes are portrayed and the type of behavior encouraged for each.

Sex Distribution. Since women comprise 51 percent of the U.S. population, one might expect half the people in textbook illustrations to be females. However, males overwhelmingly predominate in all series: Females are only 31 percent of the total, while males are 69 percent. Of over 8,000 pictures analyzed, more than 5,500 are of males. Girl students using these books are likely to feel excluded.

Sex Differences by Grade Level. The percentage of females varies by grade level. In all series combined, females comprise a third of the illustrations at the second grade level, but only a fifth of the total on the sixth grade level. In other words, by the sixth grade, there are four pictures of males for every picture of a female. This contrast is vividly illustrated in the accompanying figure. Thus, as the textbooks increase in sophistication, women become less numerous and, by implication, less significant as role models.

This decline in female role models makes it harder for a girl student to identify with the textbook characters and thus may make it harder for her to assimilate the lesson. Covertly, she is being told that she, a female, is less important as the textbook world shifts to the world of adults —to the world of men.

This declining representation of females is particularly striking in some of the series. For example, in the second grade spelling series, 43 percent of the illustrations are of females, but in the sixth grade series, the percentage has declined to a mere 15 percent.

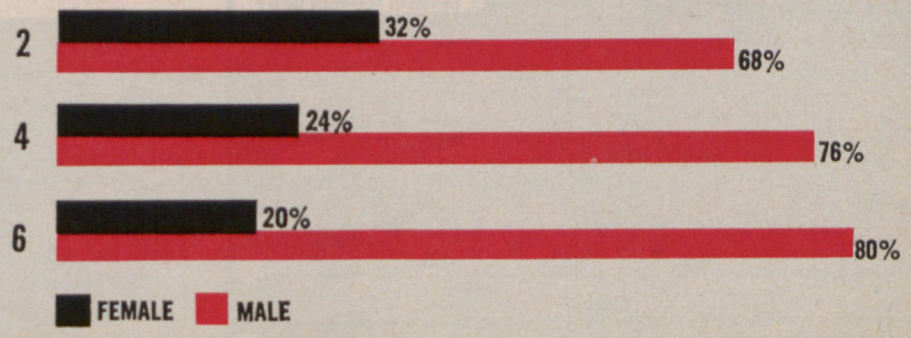
Sex Differences in Activities. The pictures of children show three striking differences between the boys and girls. First, boys are portrayed as active, skillful, and adventuresome; girls are typically shown as passive—as watching and waiting for boys.

Second, while boys are depicted as intelligent and as mastering work-related skills, girls are shown engaging in domestic activities or in grooming themselves, trying on clothes, and shopping. Third, girls are depicted as affectionate, nurturing, and emotional, but boys almost never embrace or cry. Thus, the young boy is taught that to be manly he must control his emotions. In the same way that girls are constrained by images which stereotype them as pretty and passive, boys are constrained by images which stereotype them as strong and unemotional. The textbooks thereby encourage both sexes to limit their development.

Adult men and women in textbooks are even more sex-stereotyped. While only a few women are shown outside the home, men are portrayed in over 150 occupational roles. A young boy is told he can be anything from a laborer to a doctor. He is encouraged to imagine himself in a wide variety

(Continued on page 52)

SEX DISTRIBUTION OF TEXT ILLUSTRATIONS BY GRADE LEVEL



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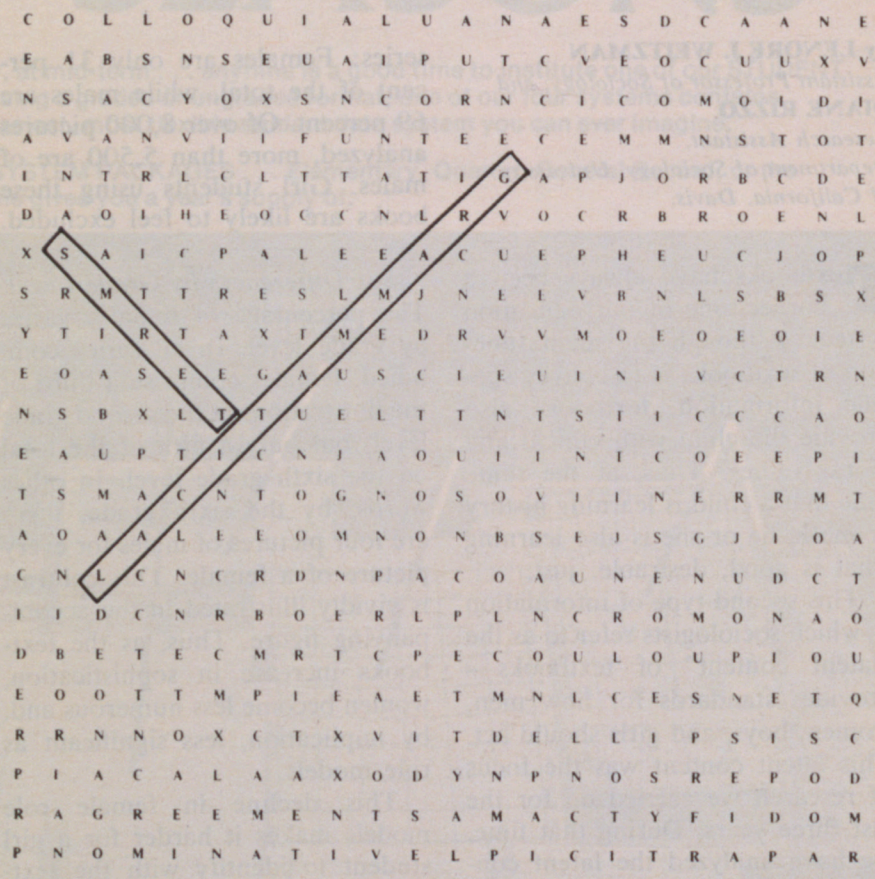
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Adjective
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Expletive
Gerund
Idiom
Indirect Object
Inflection
Interjection
Interrogative Pronoun
Modify
Mood
Nominative
Noun
Number
Object
Participle
Person
Phrase
Predicate
Preposition
Pronoun
Quotation
Sentence
Subject
Syntax
Tense
Verb

INSTRUCTIONS

The names of 50 grammatical terms can be found above. The names appear in five directions -- forward, backward, up, down, and some may be diagonal while some may overlap others. Circle each item or box it in as illustrated.

Note that this illustration is a reduction of the regular 8½" x 11" Ditto Master

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(Continued from page 49)
of roles and both to dream about and plan his occupational future.

In contrast, the future for young girls seems preordained: Almost all adult women in textbooks are housewives. In reality, however, 9 out of 10 women in our society will work at some point in their lives. By ignoring women workers, the textbooks fail to provide the necessary occupational role models for girls and thus unnecessarily restrict future horizons.

Sex Differences in Subject Areas. There are systematic differences in the treatment that girls and women receive in different subject areas. The percentage of females in illustrations varies from a high of 33 percent in social studies to a low of 26 percent in science. These subject differences are important in understanding why children like certain subjects and want to major in them—or why, in contrast, they feel unwelcome because of the covert messages they receive.

In science, the most male-oriented series, 74 percent of the pictures are of males. The science texts seem to imply that the world of science is a masculine domain. When boys are shown, they are actively involved in experiments—looking through microscopes and pouring chemicals. In contrast, when girls are shown, they observe the boys' experiments. The epitome of the male prototype in science is the astronaut. But only boys are pictured as astronauts and, in the text, only boys are told to imagine that they can explore the moon.

In mathematics textbooks, many problems are based on sex-stereotyped roles, with men earning money and women dividing pies. Further, despite the Equal Pay Act of 1963, we found math problems in which girls were paid less than boys for the same work. (It would be hard to imagine a textbook publisher allowing an example in which a black child is paid less than a white child.)

In the reading series, story titles provide a good indicator of the relative importance of males and females. Boys predominate in every grade. The series examined had 102 stories about boys and only 35 about girls.

Even the female heroines reinforce traditional female roles. For example, Kirsten, the heroine of a third grade story, wins over the girls who have rejected her by making Danish cookies and having the most popular booth at the school fair. The moral in this story is that girls can succeed by cooking and serving. But Kirsten slights herself and the very skill that had earned her favor when she says, "It's easy; even I can do it, and you know how stupid I am." Thus, even when girls succeed, they tend to deprecate themselves. In contrast, boys show a great deal of confidence and pride.

Both the reading and spelling series demonstrate a surprising amount of antagonism and hostility toward females. In the spelling series, female characters are yelled at and pushed around. In the reading series, they are shown as stupid and clumsy three times as frequently as males.

In social studies, the best series studied, women were often skillful and important. Here, mothers play a crucial role in passing on their cultural tradition to their daughters. Although we applaud these positive pictures of women, it should be noted that mothers in the series teach only their daughters, not their sons. Similarly, fathers teach only sons. Thus, traditional sex roles are perpetuated. Today, boys need to learn to manage in the home and to be parents, and girls need to learn about vocations and the outdoors. Textbooks could expand rather than contract children's potential.

Although this series has the largest percentage of females in pictures, still 2 out of 3 are pictures of males. Women are in the section on the home but are absent from the sections on history, government, and society.

After studying these textbooks for three years, one cannot help but conclude that children are being warped by the latent messages in them. We urge teachers to examine the textbooks they use and to check the ways in which sex roles are stereotyped. Only teachers can change the impact that these books will have on our young people and on the next generation of adults. Teachers can tell their girl students about the world and the real options they have in it. Teachers can encourage them to dream and can help them plan.

What is sorely lacking in textbooks and thus desperately needed in the classroom is a new image of adult women and a wide range of adult role models for young girls. Girls—and boys too—should learn about the history of women in this country, about suffrage and the current women's liberation movement, and about female heroines of our country and the world. What a difference it would make if young girls could point to adult women with pride and feel that they themselves have an exciting life ahead.

While we must all create pressure to change the textbooks, in the meantime, it is up to teachers to counteract the latent messages in them and to create positive images of adult women in the minds of students. □

The complete Weitzman/Rizzo study, *Images of Males and Females in Elementary School Textbooks*, published by NEA and the Resource Center on Sex Roles in Education, is available for $1 from the Center at 1156 15th Street, N.W., Suite 918, Washington, DC 20005. An illustrated slide-tape presentation of the major findings is also available for a moderate charge from the Center.

Guidelines for Equal Editorial Treatment of the Sexes

In an effort to avoid sexist assumptions in their publications, the McGraw-Hill Book Company and other publishers have drawn up guidelines for equal treatment of the sexes. The following adaptation from the McGraw-Hill guidelines may prove helpful to teachers as writers and as speakers and in discussions of sexism with their students.

In discussion, treat men and women primarily as people and not primarily as members of opposite sexes. Stress their shared humanity and common attributes—not their gender difference. Do not stereotype either sex or arbitrarily assign one sex to a leading or to a secondary role.

1. Though many women will continue to choose traditional occupations such as homemaker or secretary, do not typecast women in these roles but present them as individuals interested in a wide variety of professions and trades. Similarly, do not present men as constantly subject to the "masculine mystique" in their interests, attitudes, or careers.

View girls as having, and exercising, the same options as boys in their play and career choices. Encourage girls to show an interest in mathematics, mechanical skills, and active sports, for example, and do not make boys feel ashamed of an interest in poetry, art, or music or an aptitude for cooking, sewing, or child care.

2. Represent members of both sexes as whole human beings with *human* strengths and weaknesses, not masculine or feminine ones.

3. Refer to women and men with the same respect, dignity, and seriousness. Avoid references to a man's or a woman's appearance, charm, or intuition when irrelevant. Say, "The Harrises are an interesting couple. Henry is a shrewd lawyer, and Ann is very active in community affairs" and not, "Henry Harris is a shrewd lawyer, and his wife Ann is a striking brunette."

In describing women, avoid a patronizing or girl-watching tone, as well as sexual innuendoes, jokes, and puns. The following are examples of practices to be avoided: focusing on physical appearance (a buxom blonde), using special female-gender word forms (poetess, aviatrix, usherette).

Avoid stereotypes such as the following: scatterbrained female or fragile flower. Also avoid jokes at women's expense—such as the woman driver or nagging mother-in-law clichés.

In referring to females—

- Say *women*, not *the fair sex*.
- Say *the women*, not *the girls* or *the ladies*, when speaking of adult females.
- Say *wife*, not *the little woman*.
- Say *feminist*, not *libber*.

In describing males, especially men in the home, avoid references to general ineptness. Do not characterize men as dependent on women for meals or clumsy in household maintenance or as foolish in self-care.

Treat women as part of the rule, not as the exception. Assume that generic terms, such as doctor and nurse, include both men and women, and avoid modified titles such as woman doctor or male nurse.

Speak of women as participants in the action, not as possessions of the men. Do not use terms such as *pioneer*, *farmer*, and *settler* as though they applied only to adult males. For example, instead of saying, "Pioneers moved West, taking their wives and children with them," say, "Pioneer men and women moved West, taking their children with them."

4. Recognize women for their own achievements. Introduce intelligent, daring, and innovative women, both in history and in fiction, in class discussion as possible role models for girls.

5. When referring to humanity at large, use language that includes women and girls. Whenever possible, avoid terms that tend to exclude females.

The word *man* has long been used to denote humanity at large. To many people today, however, the word *man* is no longer broad enough to be applied to any person or to human beings as a whole.

Here are some possible substitutions for *man*-words:

- *humanity*, *human beings*, and *people* for *mankind*
- *artificial*, *synthetic*, and *manufactured* for *manmade*
- *human power* and *human energy* for *manpower*.

The English language lacks a generic singular pronoun signifying *he* or *she*, and therefore it has been customary and grammatically sanctioned to use masculine pronouns in expressions such as "one . . . *he*" and "anyone . . . *he*." Nevertheless, avoid when possible, the pronouns *he*, *him*, and *his* in reference to the hypothetical person or humanity in general.

Replace occupational terms ending in *man* whenever possible by terms that can include members of either sex unless they refer to a particular person. For example, say *mail carrier* or *letter carrier*, not *mailman; fire fighter*, not *fireman; supervisor*, not *foreman; business executive*, not *businessman; sales clerk*, not *salesman;* and *member of Congress*, not *Congressman*. □

AS WE APPROACH THE BICENTENNIAL, WE NEED...

Leadership in Citizenship

By **LEON JAWORSKI**
Former Watergate Special Prosecutor.

The schools throughout our country have a great need today for instituting an enlarged and improved program of youth education in the fundamentals of law in a free society and in the responsibilities of leadership.

We call on our young people for greater activity in undergirding our institutions of government, and we give them greater responsibilities at an earlier age than in generations past. But are we fair to them and to society in these respects unless we also prepare them with the knowledge and the understanding necessary to discharge these obligations?

The theme of Law Day, U.S.A., this year called on Young America to "lead the way" in regard to the changing of bad laws, the preservation of good laws, and the making of better laws. So far so good; yet how is this mandate to be executed unless there is present the ability to differentiate between good and bad laws? Whatever changes are made must be within the framework of law as it applies to our constitutional form of goverment, and if the basic principles that pertain to these changes are not thoroughly comprehended, the wrong course is likely to result. To discharge this duty of preparing our young people for the tasks that will be theirs, we must obtain in our schools, beginning as early as the elementary grades, a revitalized curriculum of education in the real meaning of citizenship.

We have experienced in almost all parts of the United States what can only be described as a breakdown in the teaching of the root principles of law in a free society. In saying that, I am not blaming the education system alone. It has in part been a failure of the legal profession and of society itself.

We have not paid sufficient attention to what we now realize is a very basic component of preparing our youth for lives of constructive participation in a changing society. We have failed to impress upon the very young how the law functions to protect individual rights—how it provides for orderly, democratic change; what the difference is between dissent and violent protest; why individual rights must be balanced with individual responsibility to the total society.

The consequences of deterioration and neglect in this area became increasingly apparent in the 1960's. The stark fact of our experience during the past decade has been the prevalence of disorder. The disorder has been not only physical and material, but moral and philosophical as well—witness the studied indifference to the rights of others and the almost complete lack of elementary self-respect that is so casually displayed all about us. Older members of society, some in leadership positions, have contributed to these conditions by failures and illegalities and by an attitude of indifference as well.

The President's Crime Commission, on which I was privileged to serve, found that there was a direct correlation between the inci-

dents of violence in the 1960's and the declining emphasis in recent decades on the obligations of citizenship. In the words of the Commission, "unless society does take concerted action to change the general conditions and *attitudes* that are associated with crime, no improvement in law enforcement and administration of justice . . . will be of much avail."

This places at least a part of the onus for the deplorable conditions that exist, not on the judges and the lawyers—as some are wont to do—but on the average citizen. It places a part of the burden on the citizens who pontificate about the responsibilities of the judge, the lawyer, the law enforcement officer but not once pause to contemplate their own. Let's be quite frank about assessing the causes. I don't mean that in today's world everyone can be a legislator or a public leader. But everyone can make individual views known and lend personal influence to causes in which he or she believes.

Courses in the schools in the once familiar subject area of "civics" more often than not are inadequate to the interests of today's young people. In an era of profound evolutionary change in American life, we have failed to adapt course content and teaching techniques to present-day needs in this area of the schools' curriculum. We have failed to impress upon children at a receptive age why a free people must rely upon law and its institutions in their relationships.

So many of us have chided the youth of today for attitudes of disrespect that we claim were foreign to earlier generations. I think most of us would agree that the rigid expectation of undeviating conformity to law, once taught as a part of family mores, is no longer stressed in most homes and seldom mentioned in other places. I believe that almost as many of us would agree that this has left its adverse impact on the young. But are these the only factors that have spawned the current attitudes we are so quick to deplore?

I don't think so. Candid self-examination should cause us to recognize other causes as well. I happen to be one of those who believes that disobediences of law of all types and varieties, particularly those involving the defiance of court orders, constitute the greatest curse visited on our nation in this century in the maintenance of an ordered society. I believe that housecleaning has to be done in the ranks of the old before we should expect a marked change in the attitudes of the young.

One of the great misfortunes of today's relationship between the older and younger generations is the failure to take the time and make the effort to engage in constructive dialogue. Entirely too quick are we to regard the comments of our teenagers as the utterances of upstarts—entirely too impatient are we in evidencing a lack of appreciation of their views on issues of real concern to them.

The simple truth is that all too many of the older generation have failed and failed dismally in one of the greatest privileges of the home—that of visiting objectively with the younger members of the family—to ascertain their concerns and their questions about the functioning of our free society, to weigh the basis of their doubts, and to engage in calm and reasonable discussion with them.

Instead, many younger members of families have had to listen to sanctimonious pontificating by their elders, whose dictates and dogmas frequently induced disillusioned and rebellious reactions. Now don't misunderstand me. I am a firm believer in the administration of strict discipline, but I believe as firmly that the disciplinarians should so conduct themselves as to be entitled to the respect of the disciplined.

Then, too, if we are to face the situation with candor, we must admit that the hypocrisy which is part of the daily lives of so many of us has produced a natural reaction of disregard and disrespect on the part of the young. They are sophisticated in the main, and they spot phony comments and spurious conduct much faster than many of us assume.

Let it never be forgotten that they recognize the failures in some of the workings of the processes of our society. To deny these is but to emphasize to the young that we hold fast to the old regardless of its shortcomings and that we lack the frankness and forthrightness to acknowledge this, which is enough to break down all confidence in communication.

In those instances where we have failed or are failing, our position—the only position—should be to acknowledge what is a fact and then to demonstrate a readiness to aid in bringing about constructive change. In a democracy, the young must be taught that the process of change often is slow but that it comes without the loss of precious freedoms. A dictatorship brings about changes overnight, by means of a simple edict, accompanied by the loss of every freedom that we daily know and enjoy.

We have fared well indeed—yes, prospered—for almost two centuries under our present basic system of government. It is a part of our responsibility to make certain that our young people understand what is at stake if our democratic institutions give way to other processes of government.

The French scholar and philosopher, de Tocqueville, in his prolonged studies of American democracy and our institutions, referred with unbounded admiration to the greatness and genius of our country. He concluded that America was great because America was

(Continued on page 58)

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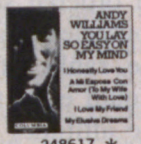
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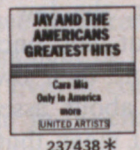

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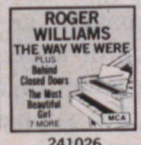

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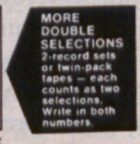

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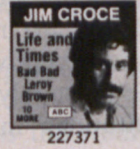

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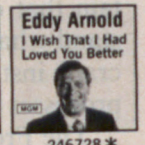

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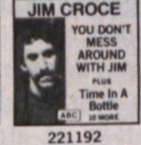

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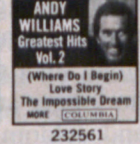

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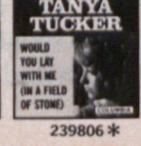

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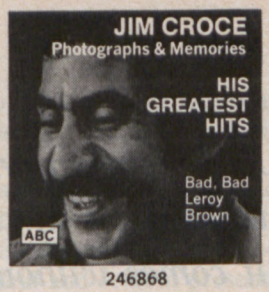

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248542 *

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248120*

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In a democracy, the young must be taught that the process of change often is slow but that it comes without the loss of precious freedoms.

(Continued from page 55)

good—especially in a sense of morality and in respecting laws and the rights of individuals. But this greatness is not self-perpetuating. It can vanish much faster than the time that it took to win it. Are these not truisms that need to be imparted to our young? And is not the most fundamental of these that obedience to the rule of law is indispensable to a free and ordered society?

In recent times, men in high places have acknowledged their involvement in official wrongdoing and have admitted breaches of sacred trusts reposed in them. Tragic as these events are, it must not be overlooked that there are legions of men and women in public service who are serving honorably and faithfully our institutions of government. In a real sense, they are the unsung peacetime heroes of America's greatness at this hour. It would be tragic indeed if their contributions to the building of our society were not fully recognized and appreciated.

And as for the line of succession, indoctrinations in good citizenship at an early age will enable oncoming generations to carry forward the work that must be done to assure that America will continue to be great. If this obligation is not discharged, history will surely record our failure.

Inasmuch as we will celebrate soon the bicentennial of our nation, whose constitutional form of government through law is recognized to be a triumph over the despotism and individual repression of authoritarian forms, the time to foster this program seems especially propitious. And let us ever remember Disraeli's words: "The youth of a nation are the trustees of posterity." □

Mr. Jaworski spoke on this topic at greater length at the 1974 annual banquet of the International Platform Association.

REACTIONS

The NEA has already accepted the eloquent challenge put forth by Mr. Jaworski for "a revitalized curriculum of education in the real meaning of citizenship."

The NEA program for observing the U.S. Bicentennial, approved by the American Revolution Bicentennial Administration as the "most far-reaching and the most comprehensive program received by the ARBA," is planned to make history, not just recall it. To implement the theme, *A Declaration of Interdependence: Education for a Global Community,* the Association will launch a total of 17 different projects in cooperation with local and state affiliates and the World Confederation of Organizations of the Teaching Profession.

One of the most significant of these projects will be rewriting and enlarging the scope of the *Cardinal Principles of Education* so that American education at all levels can become a valuable blueprint for the education of all people in this century and the next. Developed with a global perspective, the new *Cardinal Principles* will focus on the growing interdependence of people and nations and on advancing the basic human rights of life, liberty, and the pursuit of happiness.

In 1918, the NEA played the major role in the development of the original *Cardinal Principles,* which have influenced the course of education in America for most of this century. It is clear now, however, that we and other countries must devise new ways to make teaching a vehicle by means of which the principles basic to the American Revolution can become guidelines for human relationships on a worldwide basis.

In 1918, the *Cardinal Principles* listed the teaching of effective citizenship as one of the seven prime obligations of the school. In 1938 and in 1961, the NEA/AASA Educational Policies Commission reinforced this goal, stating in the latter year that "the good citizen, the one who contributes effectively and responsibly to the management of the public business in a free society, can fill his role only if he is aware of the values of his society."

As a distinguished panel of scholars meets at our invitation to develop new principles of education and a conceptual design for new curriculums to implement these principles, teachers will provide guidance for direction as we develop these educational blueprints. The teaching of effective citizenship will be high on our priority list. We are confident that we can develop programs that will help all people understand the real meaning of citizenship in a way which will help us not only honor our past but also celebrate our future.

—Helen D. Wise, *past president, NEA; chairperson, NEA Bicentennial Committee; junior high social studies teacher, State College, Pennsylvania.*

As Leon Jaworski has pointed out, we can take renewed pride in the workings of our unique mechanism of constitutional government—"a form of government through law [that] is recognized to be a triumph over des-

potism and individual repression." And rather than rest on the somewhat battered and perhaps even bitter laurels of that achievement, we should seize the opportunity of the bicentennial celebration for positive, forward-looking reflection.

—From an editorial in the **Washington Post,** *August 14, 1974.*

Leon Jaworski created the Youth Education for Citizenship project during his term as president of the American Bar Association in 1971-72. When he asked me to become its national director, neither of us could have imagined that he would soon be in a position of leadership in the attempt to remedy the constitutional usurpations and legal violations commonly known as Watergate. Nor could we have known that this appalling series of crimes would, ironically, inspire the creation of law-related educational programs in elementary and secondary schools just as Sputnik inspired various improvements in mathematics and science education in the 1950's.

The goal of the American Bar Association Youth Education project is to work with educators to develop learning experiences that provide a real understanding of law, the legal system, and the legal process. We believe that such a program can have the following results: (a) the development of critical and analytical thinking skills; (b) the stimulation of moral reasoning and an appreciation of justice; (c) the encouragement of active and effective civic participation; and (d) the delivery of information about laws, rights, and responsibilities.

As lawyers, we do not assert any special expertise in the teaching of law to elementary and secondary school students. However, we do believe, with Jerome Bruner and other educational scholars, that the best curriculum in any field is informed by the best thinkers in that field. Thus, lawyers and law students are currently devoting thousands of volunteer hours to in-service education programs and curriculum development. In addition, lawyers are helping convince educators of the need for law studies and are helping educators administer almost 300 law-related education projects throughout the nation.

To encourage and support this movement, we publish and disseminate information of importance to educators and lawyers active in the field. We have published a *Bibliography of Law-Related Curriculum Materials: Annotated* and two editions of our *Directory of Law-Related Educational Activities*. We also have issued pamphlets which provide practical information on where to go for help in developing programs. In addition, we offer an audiovisual catalog and a pamphlet on funding problems and opportunities. We have produced a prizewinning film, which documents the need for law studies and shows successful law studies under way in classrooms from first grade through high school. We also hold conferences and workshops and provide consulting services.

We welcome inquiries from the readers of *Today's Education* concerning our materials as well as other services which we might provide. A brochure is available describing all of the materials and services mentioned above. Please write to me at the Special Committee on Youth Education for Citizenship, American Bar Association, 1155 E. 60th St., Chicago, IL 60637.

—Joel F. Henning, *staff director, Special Committee on Youth Education for Citizenship, ABA.*

In a democracy, faith that leaders will govern according to the law is the real basis of the democratic social order.

When governmental officials at the local, state, or federal levels do otherwise, then citizens are given a negative example to follow, especially if the governmental officials are not indicted, convicted, and punished for their crimes or are pardoned even before the degree of guilt can be determined.

Essentially, this is the current situation the nation is facing at the federal level of government. It raises profoundly disquieting questions: Shall there be a double standard imposed for the benefit of those holding great political or economic power? Shall the rich and powerful escape accountability and punishment while average citizens (who cannot resort to teams of expert lawyers) must take their chances in the courts?

Some social studies teachers hold that the current social science curriculum deals too much with the democratic ideal and seldom presents the countervailing facts which indicate that, historically, some federal governmental officials, for example, have disregarded justice.

The Watergate case can be a prime vehicle for teaching the reality of current politics.

At present, social studies textual materials are too often built solely on trust: The policeman is *always* your friend, the judge is there to ensure justice, the lawyer is totally honest, and the democratic system always works in a truly democratic way.

In neglecting to teach about political, social, and economic *realities,* the schools subvert democratic understandings. They generally have been famous for sheltering students from life's realities (at least, the uglier parts of life). Seemingly, most parents wholeheartedly support this doctrine, preferring not to have their children shocked into awareness until they are fully grown.

However, such an approach creates unprotected individuals who are eventually thrown into a rather hostile environment that is not only hard for them to comprehend but one in which they are incapable of action. Often, one result of this "launching" is inertia—an inertia that allows a Watergate to occur, an inertia that prevents individuals from doing much about a shocking situation of this sort when it does occur. The end result is a nation of hand wringers.

If students are truly to become participants in the democratic process, the social studies curriculum must be such that it will promote true patriots—those who can analyze issues, utilize independent judgment, and become actively involved with improving the political process. Participatory democracy is the only way to ensure that disillusionment will not lead to nihilism and crisis in government will not become an excuse for citizen apathy.

—Samuel Brodbelt, *associate professor of education, Towson (Maryland) State College.*

Straight Answers on Career Education

KENNETH B. HOYT
Associate Commissioner for Career Education, United States Office of Education, Washington, DC.

What is career education?
In a generic sense, career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work—paid or unpaid—during their lives. As a response to a call for educational reform, career education seeks to make *preparation for work* both a prominent and a permanent goal of American education at all levels. By doing so, it hopes to make work—paid or unpaid—possible, meaningful, and satisfying for each individual.

How does career education differ from vocational education?
1. Career education includes career awareness, exploration, decision making, preparation, entry, and advancement. Vocational education has only one of these components—career preparation—as its main thrust.
2. Career education is for *all* persons, whereas vocational education, as it now exists, concentrates primarily on people seeking vocational-technical education below the baccalaureate degree level.
3. Career education emphasizes both paid and unpaid work in the lives of individuals, whereas vocational education emphasizes preparation for work in the world of paid employment.

Why was the launching of career education considered necessary?
First, for the last several years, people have been demanding that the formal educational system change in ways that will enable students, when they leave the educational system, to be more successful in finding and engaging in satisfying, worthwhile work. Second, the meaningfulness of work in the life-styles of Americans is declining, and this has serious consequences for productivity.

What are the characteristics of a good career education program?
First, the program involves all students at all educational levels. Second, it is coordinated to reflect what is known about career development. Third, it is collaborative, both in terms of relationships existing within the educational system and in terms of relationships involving the educational system and all other phases of business and society. Finally, it is learner-centered in goals, basic methodology, and evaluation.

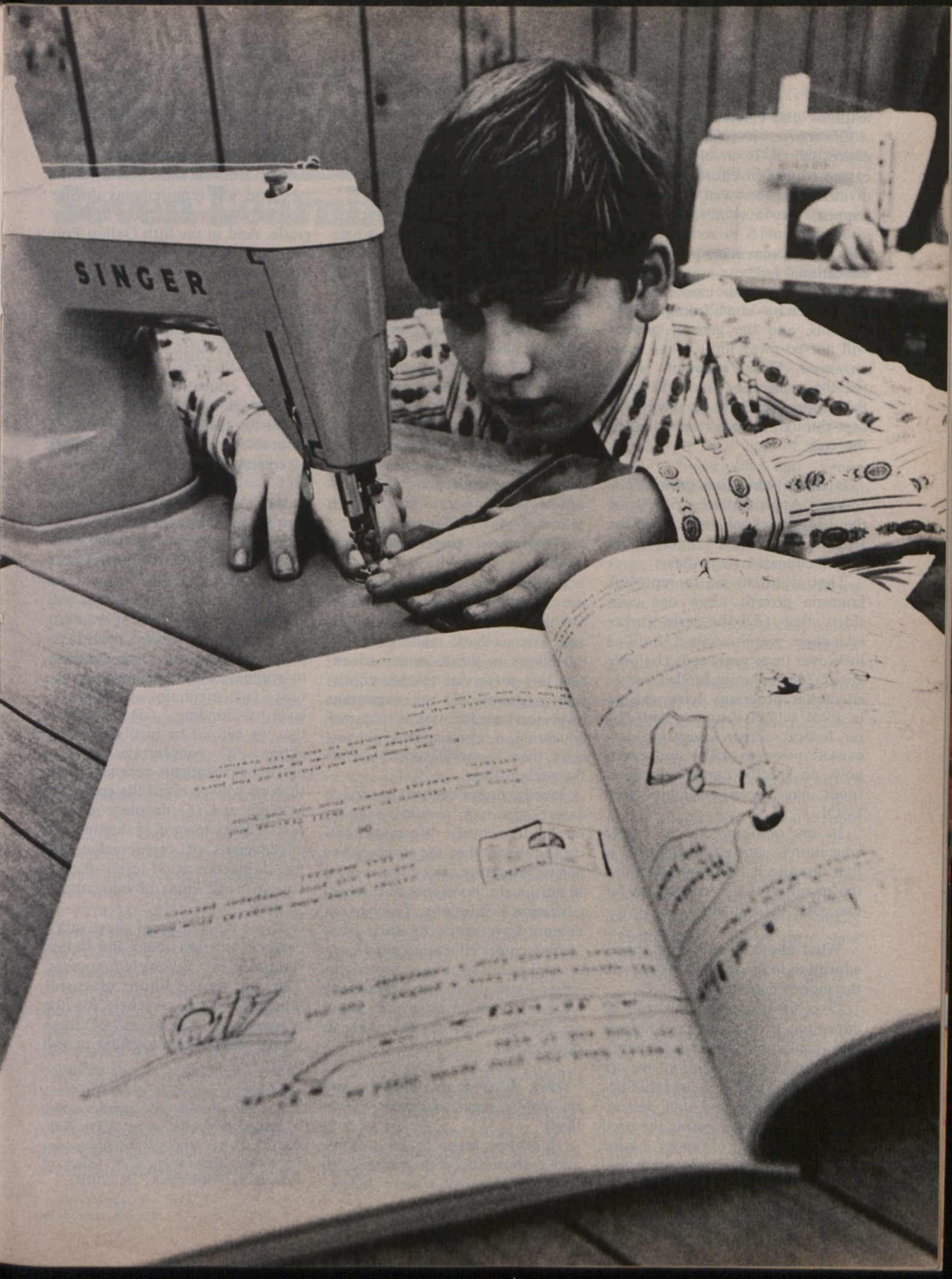
Should career education be taught as a separate subject?
No. It should be viewed as an additional way of motivating students to learn and as an alternative classroom methodology for teacher use.

Is career education necessary at the elementary level?
Yes. Work values as part of one's personal value system cannot be ignored during the elementary school years. To ignore the teaching of good work habits until secondary school would be disastrous for many students. Realizing the crucial importance of basic academic skills in the world of work should motivate elementary school students to learn such basic skills better.

Is career education just an approach to a good teaching technique?
No. As an ingredient in the teaching-learning process, a good teaching technique represents only one component of a comprehensive career education program. To emphasize the use of career education only as a teaching technique is to disregard its collaborative nature. When education as preparation for work truly becomes a prominent and a permanent goal of all American education, the term *career education* can be dropped. I believe that day is years away.

What about the arts and humanities in career education?
They are crucially important for two reasons. First, they are, for many persons, a part of the world of paid employment and so must be included as career options for students. Second, the dehumanizing nature of many jobs in today's world of paid employment makes it vital that persons be able to use the arts and humanities for some of the work they choose to do in their leisure time.

How can teachers get career education started in their school?
Getting started involves (a) clear knowledge of the subject matter they are trying to teach, (b) a list of basic career education concepts from which they can select, (c) knowledge of available community resources, and (d) ingenuity and creativity. When teachers are armed with these things, career education offers them a means of using their abilities in ways that help students learn more through utilizing a variety of resources in addition to the usual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textbook and curriculum guide.

Of course, it is better if the entire school is involved in the career education effort. But if individual teachers wait for that to happen, they may never begin.

Is career education just another educational fad?

No. The call for career education, which has come from parents, students, and the general public, will not go away until it has been answered. Since educators were not the ones who issued the call, they cannot make it go away except through actions responding to the call.

Is career education growing?

Yes. Approximately 5,000 of the 17,000 school districts in the United States have begun some career education activities.

That seems to me to represent fantastic growth when one considers that (a) the term *career education* wasn't coined until a little over three years ago; (b) only about 250 federally funded career education programs have existed in local school districts; and (c) no federal career education law existed prior to 1974 and, even now, no specific career education funds have been available from USOE.

In my opinion, one of career education's current problems is that because it has grown too fast the quantity of our efforts has far exceeded their quality.

What about the costs of career education to the school? Where will the money come from?

Over 90 percent of the costs of education involve either buildings and equipment or staff salaries. Since, in career education, we are asking for neither new buildings nor greatly increased staff personnel, we aren't anticipating the need for large amounts of money. I hope the costs of career education will continue to come mostly from local and state funds, not from federal.

If such a program is launched, won't classroom teachers need in-service education?

In-service education represents, in my opinion, the largest single cost required for effective career education. My feeling is that *all* teachers should be exposed to initial in-service training in career education to acquaint them with its basic nature, goals, and methodology. The most important kind of in-service education comes when teachers try to infuse career education in the teaching-learning process. Only teachers who volunteer to undergo this form of in-service education should be involved.

What about preservice education?

It will be essential to the long-run success of career education. Michigan, Louisiana, Washington, and Arizona have made good initial efforts to infuse career education into preservice teacher education programs. To me, important as preservice education is to career education, it represents a lower priority than in-service education at the present time.

Ideally, preservice and in-service career education should be going on simultaneously. We must realize, however, that the primary expertise in career education is now in our local schools, not in teacher-education institutions. Teacher educators have much to learn from leading career education practitioners if they are to infuse career education concepts into preservice teacher education programs. Many teacher educators are beginning to do so now.

How do students, teachers, and the public react to career education?

Reactions seem to be positive and enthusiastic. For example, in *Attitudes Toward Career Education*, published by Policy Studies in Education, New York City, 73 percent of the parents surveyed agreed that students should be told about jobs and job requirements during the study of every subject in every grade. And in the fifth Gallup Poll of Public Attitudes Toward Education, 90 percent of those polled said public schools should give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Many teachers tell me that using a career education approach has made teaching exciting and meaningful for them. I have also heard favorable comments from hundreds of equally enthusiastic students.

What do you foresee as the future of career education?

Its future depends first, and foremost, on how effectively it is now implemented.

It will continue to grow and flourish for many years if we can: (a) keep its focus on education as preparation for work, (b) continue to emphasize its collaborative nature, (c) maintain an adequate level of funding, (d) recognize that we can *all* be involved in the action, (e) concentrate on how much help students receive rather than on who received the credit for helping, and (f) devote conscientious efforts toward evaluating the effectiveness of career education for *all* persons at *all* levels of education in *all* kinds of educational settings.

If we fail in any of these tasks, career education could and should disappear in a relatively few years. The key to the future of career education is the teacher, for the classroom is where all of these things either come together or fall apart. □

For information on specific career education programs, write to Dr. Kenneth B. Hoyt, Associate Commissioner for Career Education, U.S. Office of Education, Washington, DC 20202.

A Report on National Assessment in Seven Learning Areas

By J. STANLEY AHMANN
Director, National Assessment of Educational Progress, a Project of the Education Commission of the States, Denver, Colorado.

Most statistical descriptions of the educational process emphasize its inputs (e.g., costs and buildings) and its processes (e.g., curriculums and methods). The National Assessment of Educational Progress is different. It primarily measures outputs, that is, knowledges, understandings, and attitudes of American youth (at the ages of 9, 13, 17) and of young adults (26-35).

More precisely, the Assessment was designed (1) to obtain census-like data on the knowledge, skills, concepts, understandings, and attitudes possessed by selected American subpopulations at regular intervals and (2) to measure the growth or decline in educational attainments that occur over time in 10 specific learning areas: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. By 1974-75, all 10 will have been assessed for the first time. Periodically each will be reassessed, usually about every four to six years.

Within each of the learning areas, National Assessment determines the percentage of individuals at each age level who can acceptably answer a question or successfully perform a task judged by scholars and lay people and accepted by educators as something important that should be taught in American schools. Through successive assessments in a learning area, it will be possible to determine changes in the educational attainment of the various age groups for which data have been collected.

For each of the 10 areas, the first stage of assessment is the development of objectives and subobjectives. Panels of scholars, educators, and concerned lay persons develop and review objectives and subobjectives which they consider meaningful to subject matter specialists, reflective of acceptable teaching goals to educators, and valuable and important for a young person in society.

Once a set of objectives has been established to meet these criteria, exercises (or test items) are constructed to represent each of the objectives. These exercises serve as instruments through which National Assessment gathers data to determine the extent to which the objectives are being met by the subpopulation(s) for which they were designed.

The exercises are often unlike items on common educational tests because they are not designed to discriminate between individuals or groups of individuals. Also, considerable effort is made to construct exercises which require a wide variety of responses. Although many responses are machine-scorable, others are open-ended (for example, giving reasons for answers, writing essays, singing, using scientific apparatus).

The number of exercises used in each assessment varies according to the learning area. It ranges upward to over 500.

The primary manner of reporting National Assessment results is to report for each exercise the percentage of various subgroups succeeding or failing. Consequently, literally thousands of pieces of data are available about the performance level of American youth and young adults in terms of the seven learning areas now being reported. The following is a small sampling of some of these research findings.

Social Studies (1971-72)

1. Young Americans lacked knowledge of the fundamentals of politics and civil rights. For example, less than half of the nation's 17-year-olds and young adults could accurately read all parts of a ballot. Many young people expressed reservations about granting constitutional rights (e.g., freedom of speech) in specific circumstances outlined in test items.

2. Relatively few young Americans could read and interpret graphs, maps, or tables.

3. Most respondents had little knowledge of the contributions of minority groups to American culture and history.

Citizenship (1969-70)

1. An overwhelming majority of 17-year-olds (77 percent) and young adults (86 percent) could name one or more ways citizens can influence the actions of state governments, but fewer (54 percent and 61 percent respectively) felt that they can in fact personally influence decisions of their state government.

2. Only 15 percent of the 17-year-olds could name their U.S. Senators, 31 percent knew the name of the Congressman or Congresswoman from their district, and 7 percent could name the U.S. Secretary of State.

3. The vast majority of 17-year-olds (88 percent) and young adults (95 percent) could name the two major political parties, but

substantially fewer (41 percent and 54 percent) could name a third political party.

Science (1969-70)

1. Male respondents achieved better in science than female respondents at all ages. At age 9, the overall performance of males was only 1.8 percent better than the overall performance of females. But at age 13, males scored 2.9 percent above females; at age 17, 5.0 percent; and between the ages of 26 and 35, 9.9 percent.

2. At all four age levels, males demonstrated a more thorough knowledge of physical science, and females seemed to have a better knowledge of biological science.

Reading (1970-71)

1. In general, young Americans achieved better in reading than the specialists who built the exercises anticipated. The young people were able to read well enough to accomplish simple, practical kinds of tasks.

2. School-age males read less well than school-age females, but adult men and women had about the same levels of reading achievement.

3. Young people from families where neither parent had gone to high school and those from inner-city areas read less well than most other groups assessed.

Writing (1969-70)

1. Males were freer and more adventurous than females in writing essays, and females demonstrated a better command of writing mechanics.

2. The writing skills that proved most difficult for young Americans were word choices, punctuation, and spelling.

3. Young adults had greater difficulty with punctuation than did the 9-, 13-, or 17-year-olds. Only 14 percent of the adults could write letters with no punctuation errors.

Literature (1970-71)

1. An overwhelming 90 percent of 17-year-olds believed literature should be part of every high school curriculum. About 10 percent thought that the study of literature increased one's tolerance for new and different ideas.

2. Responses to literary works varied, depending upon the age and sex of the individual as well as the kind of work he or she was reading. Girls wrote better essays about literature than boys did.

Music (1971-72)

1. Individuals at all ages were interested in and liked music. Over 80 percent of all age groups either play or would like to learn to play a musical instrument. Far fewer individuals can actually play an instrument, however.

2. Less than 15 percent of any age group can sight-read even the simplest line of music.

3. Judged on their ability to maintain pitch and rhythm and hit the right notes, fewer than half of the nation's youth can give an acceptable vocal performance of their own choosing.

In considering the learning areas as a composite, one finds a large degree of consistency in findings from one learning area to another. That is to say that the differences in relative achievement among subgroups of the sample are largely consistent in direction even though they are not totally consistent in size.

The foregoing can be illustrated by examining the achievement levels of some of these subgroups. For instance, the level of performance of the Northeastern portion of the country was typically higher than that of the other three regions in the seven learning areas assessed. The lowest level of performance was found consistently in the Southeastern region, but these differences were comparatively modest.

Young Americans from inner cities typically performed least well, and by a wide margin. The rural group did somewhat better but were still well below the national average. Finally, those from the affluent suburbs exceeded the national average consistently by an important margin.

National Assessment data clearly indicate that the educational level of the parents of the respondents was also a vital factor in the respondents' level of achievement. As the level of the parents' education increased, the performance level of the respondents increased markedly in the seven areas of achievement that have been assessed so far.

In the eyes of many, the most significant data from National Assessment are those which show the changes, if any, in the levels of achievement which occur over time. Initial assessment results accurately reveal the achievement levels which exist in a specified year. Successive assessments will report whether national achievement levels are being maintained, improved, or lowered.

The second assessment of science in 1972-73 is to provide the first information of this type ever made available to the education community and policymakers. Preliminary analysis of the 1972-73 science data as compared with the 1969-70 results reveals that discernible changes in achievement are occurring. Some groups have improved in just three years; others have not. Analyses are under way to determine the size and nature of these shifts.

These findings should provide food for thought for teachers, textbook writers, curriculum specialists, teacher trainers, and school board members. Furthermore, one might wonder whether comparable patterns of change will be found in such diverse learning areas as writing, citizenship, and reading. National Assessment is providing an ever enlarging fund of data to be used in exploring such questions. □

Eulogy for a Dead Classroom

By CAROLYN KLEINFELDT
Teacher of Grade Five, Verona (Wisconsin) Area Public Schools.

"The self-contained classroom in its present form is dead, dead, dead," announced Massachusetts educator Dwight Allen recently in a speech to a convention in Madison, Wisconsin. The statement met with a spontaneous round of applause from the convention audience, the majority of whom were classroom teachers. A few hours later the same convention heard renowned anthropologist Margaret Mead say, "It is inconceivable that a child should be forced to spend a whole year of his or her life with one teacher with whom he or she may be wholly uncongenial."

These two remarks provoked me into a year-long autopsy of the self-contained classroom. My postmortem included a review of educational literature; informal conferences with teachers who had different types of classroom organization; visits to heir-apparent classrooms; and many hours of scrutiny, in as objective a manner as possible, in my own self-contained room.

At this moment, I am still uncertain what caused the death of yesterday's dynamic agent of education. Was it hypertension? Was it suffocation? Was it murder at the hand of professional critics? Or did the self-contained classroom die of natural causes—old age?

Loud mourning and prayers for resurrection are debilitating activities. The alert educator recognizes the folly of a quixotic battle against the windmills of educational progress.

No, there is not time for grief. The time that lies ahead is too exciting and challenging to the pedagogical spirit. Let the self-contained classroom occupy the museum or mausoleum, as the case may be, along with the other outmoded, obsolete treasures and golden idols of the educational past.

This piece, therefore, shall not be a senseless plea to retain what Richard Saxe has called the "wonderful one-horse self-contained classroom" but rather an unsolicited and informal eulogy to its memory.

Like Mark Antony, a most famous eulogist, I come to bury the self-contained classroom not to praise it. And, yet, as Antony also stated, "The evil that men do lives after them, the good is oft interred with their bones." Let that not be so with the self-contained classroom. Let not the good be lost to those who inherited its goals. Let the virtues of the deceased—such as flexibility, spontaneity, reinforcement, consistency, continuity, personalization, and group security—be preserved to allow the classroom of tomorrow to be better.

Highly structured situations stifle today's child and may stifle tomorrow's. We need to relax our slavish devotion to unrealistic and unfulfilling schedules and timetables. When a child becomes engrossed in a project, be it dissecting a frog or discovering the key to long division, the words, "Take out your spelling books" or "You're due in art class in five minutes," interrupt concentration and create frustration.

In our new creation, let us cling to the flexibility of the self-contained classroom. There we could always borrow from spelling to pay art. If children were engaged in an exciting project, the teacher did not have to interrupt them to send them to another class. If the children suddenly lost interest in a tedious explanation of how to divide words into syllables, the classroom climate-detector (teacher) could cut the lesson short and start something else. If the first snowstorm of the year made the children wriggle with excitement, the teacher could let them put aside their tasks temporarily in order to watch the swirling snowflakes. The teacher did not have to worry about cramming a set amount of math into math period or so many chapters into reading period because he or she could bend and twist the schedule to fit in missed lessons at another time.

On those rare and precious occasions when an unexpected topic suddenly excited the children, the teacher did not have to ignore their enthusiasm. The absence of rigid scheduling permitted the immediate pursuit of the idea.

The self-contained classroom is dead, but its flexibility and spontaneity could be revitalized to offer tomorrow's students the elasticity necessary to encourage freedom of

adventure in learning.

Today's child is compelled to cope with the knowledge explosion. Tomorrow's child will face the same task. As the reservoir of accumulated knowledge reaches flood level, we cannot expect children to assimilate the torrents of facts in the manner in which we pumped them into pupils in the past. Therefore, curriculum can no longer be divided into separate disciplines but should be correlated in order to unify the child's educational experiences.

As the sole determiner of what students were exposed to in the classroom, teachers of the self-contained class had a cumulative mental file and a constant opportunity to reinforce a concept acquired in one subject field by applying it to another field. Thus, the teachers of self-contained classrooms could provide continuity across disciplines because they had the opportunity to combine work in different areas and correlate concepts. For example, these teachers might introduce math skills acquired in a unit on measurement to a science unit on space travel.

In an experiment with self-contained classrooms in secondary schools, one researcher found that "continuity of learning in the different disciplines and a sense of organicity were provided by the instructor, who combined work in the different subject areas into an interrelated meaningful whole."

Continuity need not be difficult to transfer into tomorrow's classroom if we are able to recognize what conditions are necessary for its operation.

Today's children and tomorrow's children will be exposed to a network of human relationships. With the merging of the sex roles, the family unit will perhaps not retain its present form. Future children may grow up in early-education communes where they will have to adjust their personalities to groups of adults.

The self-contained classroom maintained a highly personalized atmosphere. The relatively small number of individuals assigned to one teacher made it possible for him or her to become subjectively concerned with each student's welfare. The teacher of the self-contained room could extend a warm personal interest in the guidance of each child and could also be consistent about discipline procedures and achievement expectations. This consistency provided the student with a much-needed sense of security.

Teachers of self-contained classrooms knew what each child was doing every day. They were able to detect signs of distress or of work deterioration. Immediate detection of special needs leads to rapid treatment.

In tomorrow's world of child-rearing centers and large-group instruction in schools, educators should be aware of all conditions that contribute to a humanistic approach to education. Personalization and consistency might be salvaged for the classroom of the future.

Psychologists have noted that the majority of individuals assert their personalities more readily within small-group situations. The self-contained classroom fostered the growth of self-assurance by allowing children to become thoroughly acquainted with their peers and to assess themselves and their relationships to others within one small group before they made adjustments to new groups. Many teachers of self-contained classes have observed the phenomenon of the shy child who gradually becomes comfortable with the peer group and then begins to assert and to express himself or herself. Small groups might enable tomorrow's less confident children to adapt to a more demanding society.

Is it paradoxical that gadget-loving, new-car-buying, keep-up-with-the-Joneses Americans are also avid antique buffs? Not necessarily. We are probably expressing a subconscious need to link the present to the past. And no better way to do that exists than by extracting the good experiences from our past adventures and embodying them into the design of the future. □

I CALLED THIS CONFERENCE, MRS. SCHULTZ, TO DISCUSS YOUR SON'S SCHOOL PROGRESS.
HE'S NOT WORKING UP TO HIS POTENTIAL,
FURTHERMORE HE BORES EASILY, DAYDREAMS CONTINUOUSLY, SLEEPS DURING CLASS...
ZANCO

Parent-Teacher Conferences

By **HUGH H. CARBERRY**
Clinical School Psychologist and Director-Psychologist, Sterling Area Child Study Center, Magnolia, New Jersey.

While parent-teacher conferences are extremely important, neither parents nor teachers ordinarily look forward to them. Although they could insure further communication about the child, they very often make further communication difficult, if not impossible. This is unfortunate.

As the professional, the teacher is basically responsible for facilitating communication during the conference. In *Toward Effective Counseling and Psychotherapy: Training and Practice*, Charles B. Truax and Robert R. Carkhuff point to three variables that I feel have direct application to teacher conduct in a parent-teacher conference. Truax and Carkhuff see the crux of establishing adequate communication as related to empathy, nonpossessive warmth (defined as concern for the other person that does not create feelings of obligation), and genuineness (defined as relating in a manner in which the person's feeling is basically in accord with what he or she is saying).

In order to function as an effective consultant to parents, a teacher needs to first know the child. A lack of understanding of the child or his or her progress will, of course, create feelings of insecurity in the teacher; empathy, warmth, and genuineness will give way to teacher defensiveness or produce an irrelevant bull session.

If the teacher feels that he or she does not know a pupil very well (because of time limitations, the pupil's passivity or introversion, or whatever), the teacher should say that to the parents rather than speak about their child in a theoretical manner. During a parent-teacher meeting, the majority of parents are interested in their son or daughter, not in children in general.

Teachers should present observations about the behavior of the child to the parents rather than predict or comment on the child's character and ability. I can vividly remember how let down and defensive parents I knew felt when the kindergarten teacher told them that their child was "solidly average." From the parents' point of view, the teacher obviously did not know the child or, more accurately, the child's parents. The teacher might have been wiser to say that, at that point, the child was doing average work in school.

Most parents who come to the Sterling Area Child Study Center (a child study team that services three school districts) talk openly about their experiences at parent-teacher conferences. Their comments—negative and positive—give clues on how teachers should handle these meetings with parents.

Some of the parents' positive comments follow:

- "Kristin's teacher always gives me a feeling that there's hope and that there are strategies we can try together to motivate her."
- "John's teacher last year was really great. I felt that he really understood and liked my child."
- "Jack's teacher is open and doesn't come across as a know-it-all. She's a good human being."
- "I know Helen isn't doing well because the teacher and I have already talked. I'm looking forward to our next meeting because the teacher has invited Helen to sit in with us and maybe we can hash a few things out in a three-way conference."

Some negative comments follow:

- "I always feel as though the teacher is questioning whether I'm a good mother."
- "Last year, the teacher seemed to think she was doing me a favor by having John in her classroom."
- "I know the teacher thinks I'm overprotective of Jimmy."
- "Last year, the teacher talked to me as if I didn't know anything about education, and he really didn't want to hear my observations of Jenny at all."
- "Whenever I go to these conferences, the teacher and I usually just compare notes on how difficult Paul is, and we both end up feeling hopeless."
- "The conferences are a waste of time. I never get any information. The teacher never wants me to help."

Most parents complain about the teacher who is totally negative or the one who does not level with them and leads them to believe all is going well when all is not going well.

The teacher who sees parents as "the enemy" will have much difficulty with effective communication at conference time—and with students in the classroom—for parents do convey to the child (either verbally or nonverbally) their attitude toward the teacher and this, in turn, influences the teacher's effectiveness with the child.

Teachers need to be aware of certain parents who make effective communication at parent-teacher conferences very difficult. They also need to think through ways

Teachers should present observations about the behavior of the child to the parents rather than predict or comment on the child's character or ability.

of handling these communication problems.

At the risk of resorting to stereotypes, which are really nonexistent entities, I would like, for reasons of clarification, to describe particular parents who present problems in communication and ways teachers might work with them.

Self-Oriented Parents. Such parents relate to every comment about their child in terms of their own life experiences. They project their personality onto their child in a way that can be unfair and disabling. They may say, "Well, I never could do arithmetic either" or "I can't understand why Sue isn't doing better; I was a B+ or an A student" or "I know Henry loves science. I always did."

The teacher (without lecturing) needs to help such parents see the individuality of their child instead of projecting their experiences onto the child. Sometimes simply asking, "Do you think Jimmy feels the same way about himself?" can lead to some introspection on the parents' part.

Help-Rejecting Complainers. Parents often come to the conference asking for help with their child, but when the teacher offers suggestions, they say, "Oh, I already tried that. It doesn't work." In effect, their passive-aggressive stance is really aimed at being "one up" in the situation and at preserving their own self-esteem.

The teacher who does not recognize the trap can end up feeling helpless or furious, and the parents leave the conference with nothing resolved concerning the child (who, incidentally, may have a similar behavior pattern). If the teacher is also a help-rejecting complainer, parents and teacher end up playing "Well, at least we tried," and the child gets lost in the ineffective communication.

Rather than falling into an advice-giving role, the teacher needs to throw the ball back to the parents and help them work out their own management techniques with the child. In the long run, this may help the parents feel more adequate.

Hostile, Aggressive Parents. Parents immediately try to put the teacher on the defensive by opening with "I noticed you marked two words wrong that were right on Marie's last spelling test" or "I understand from other parents I've talked to that you have discipline problems in your classroom."

If parents' comments are based on fact, they are worth talking about as openly as possible. If, on the other hand, the comments are exaggerated or unfounded, the teacher might remain calm and merely acknowledge the feelings of anger that the parents are expressing. A counterdefensive approach would only lead to more hostility, and the purpose of the conference (communication about the child) would be lost.

Usually, a follow-up conference is necessary in order to work out a positive relationship.

Overwhelmed Parents. The present life stresses of these parents are so great because of a death in the family, financial problems, or whatever that they spend their conference time telling the teacher about the problem simply because he or she is there. It is usually better for the teacher to try to be a sympathetic listener than to attempt to communicate about the child at this time. The teacher should set up another conference time or telephone the parents at a later time.

When parents are under stress and tell the teacher about it, the teacher can better understand the child, who is also under stress.

Gossipy Parents. These parents either attempt to elicit information from the teacher about other children in the class and their families or they try to give the teacher information about the families or the children. This can be a dangerous situation for the teacher—especially in small communities. Even to listen is incriminating, since listening is often interpreted as agreement with what is being said.

The teacher can bring the conference into appropriate perspective by restating the purpose of the meeting, i.e., discussing the child.

Denying Parents. These parents counter every comment that the teacher makes by asserting, "I can't understand it. My daughter never acts that way at home," intimating that the teacher is doing something wrong to produce the behavior in question.

For example, the teacher remarks, "I really feel Jane's problem with learning is mostly due to her difficulty in listening and attending to instruction." Mrs. Brown returns with "This is hard for me to understand. Jane does puzzles for hours on end at home." Or the teacher comments that Jack is quiet and shy in class, and the father replies, "He talks all the time when he's at home."

There are, of course, a number of possible explanations for the discrepancies in the observations about the child's behavior. One possibility would be that the par-

ents and the teacher are valuing and reinforcing different behavior. For example, the mother rewards the youngster for doing puzzles and watching TV but not for listening to adults or reading silently. Another possibility is that the parents simply do not perceive the particular trait that the teacher sees in the child. This denial may be due to the threat involved in the teacher's observations or simply to the fact that the parents are poor observers. Or perhaps the teacher is not a good observer and does not see the trait the parents see.

In any case, when a discrepancy in observation occurs, the secure teacher can handle it nondefensively by working out with the parents a reward plan or reinforcement system aimed at increasing the desired behavior in the child. To simply leave the discussion hanging when a discrepancy exists sets up an antagonistic situation in which the child is the loser.

In dealing with parents who are superdefensive and continually denying (either positive or negative observations), it is important for the teacher to realize that they may be extremely insecure. Rather than attacking these defenses, a tactic which will only produce greater denial, the teacher needs to focus on building up the parents' confidence in their ability. Perhaps the teacher, by praising some positive trait the child possesses, can reassure the parents that they are doing an adequate job in raising their child. The teacher must genuinely accept parents and child before constructive planning can take place. Raising children in our society is no easy task.

Punitive Parents. These are the ones who react to the teacher's negative comments about their child by saying, "Well, I'll punish my son for not behaving in school. I won't let him go out for two weeks" or by going into a tirade about permissive parents, suggesting that a spanking is all the child needs.

Some parents suggest that the teacher hit their child if the youngster causes problems. In some cases, this is simply an expression of trust in the teacher. In others, it may reflect the parents' basic rejection and hostility toward the child. It is important for the teacher to distinguish between the two.

In the teacher's role as consultant to parents, he or she could point out how much less effective punishment is than reward in changing behavior. At the same time, the teacher and parents might work out a plan for improving the child's behavior. Again, the teacher will have to follow through on the plan with the parents in order to achieve positive results.

If the parents are insistent that punishment "will do the job," the teacher should mention that the child could tie such punishment in with the conference and that this, in turn, might adversely affect the teacher-child relationship.

Anxious, Overinvolved Parents. These parents are overly concerned about the student's scholastic achievement to the degree that the child is usually overly concerned, too. The parents' anxiety results in their constantly asking questions about homework, assignments, reading level, and daily classroom activities.

The teacher is in a bind with these parents. Giving too much information about the student makes the parents more anxious (a feeling which they eventually communicate to the child). Too little or no information or the advice, "Don't get involved with the child's schoolwork," increases the parents' anxiety, and they will usually apply more pressure on the child.

The best approach with anxious parents is similar to the approach the teacher would use with anxious students: setting up a program with the parents to involve them in prescribed areas. For example, the teacher might suggest that parents become involved only in reading for pleasure with the child rather than in assigned reading tasks.

The teacher needs to be highly selective in what he or she communicates to overanxious parents (especially if their child is having learning difficulties), remembering that no communication is just as anxiety-provoking as too much.

One final point. Typically, the pupil is not present at parent-teacher meetings. This is a disadvantage to pupil, parent, and teacher, because the latter two are in the position of taking complete responsibility for the child's learning. Isn't learning the child's responsibility?

A second disadvantage of excluding the pupil is that the youngster will be curious about what was said at the conference and must get the information secondhand from the parents or the teacher. If, after the conference, the parent makes comments to the child like "Your teacher thinks you're bright but lazy" or "Why don't you speak up more in class?" or "Your teacher has really had it with you," an immediate problem arises in the relationship between teacher and pupil. In the thinking of children and youth, the teacher has violated a strong code: Don't rat on your friends.

If it is not possible to include the child in the conference, the teacher should review with the youngster what he or she is going to discuss with the parents before the meeting. This conversation gives teacher and child an excellent opportunity to begin planning for needed changes.

Of course, including first and second graders in parent-teacher conferences probably would not be productive. However, most children in the third grade or above are mature enough to take part in the conference. □

An Overview

By ALBAR A. PEÑA
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Bicultural/bilingual education has become one of the most significant and widespread movements in American education in the twentieth century. In the old days, bilingual education was the privilege of the elite. A family that could afford a foreign governess or a private tutor could succeed in making children reasonably bilingual, if not bicultural. In the United States, bilingual education reached its apogee during the pre-Civil War days. Bilingual public schools (German, French, and Spanish) flourished sporadically during the period from 1839 to 1917.[1] Despite their success, however, these schools disappeared in the wave of nationalism propagated in the First World War, and the teaching of foreign languages in regular public schools received an extremely low priority during the subsequent decades. The melting pot mentality put a stigma on immigrant bilingualism.

The shock of Sputnik and phenomenal spread of mass communication far beyond our borders transferred the mastery of foreign languages from a desirable personal attainment to a matter of urgent national necessity. It was argued that since languages had become a national resource, it was foolish to neglect those which already existed in bilingual American homes. To this argument was joined a plea from the culturally and linguistically diverse population, who pointed out that the educational potential of millions of ethnic children was being wasted because all public schooling was done in English—an unfamiliar language. Cuban refugees fleeing the Castro revolution and seeking temporary refuge in the United States became another factor that brought bilingual education to the forefront. Since these refugees had no intention of giving up their culture or their language, a bilingual elementary school with half of the children from English-speaking homes was created in Miami in 1963. Similar efforts were conducted the following year in San Antonio and Laredo, Texas. From that time until 1969, some 56 locally initiated bilingual programs were started, primarily in the Southwest.[2]

(Continued on page 72)

◄ *This Mexican American student is benefitting from the renaissance of bicultural/bilingual education.*

These events, coupled with research findings on the positive effects of bilingualism (especially those of McGill University psychologists Peal and Lambert), gave impetus to the renaissance of bicultural/bilingual education in the United States.[3]

To become convinced that a radical change is needed in our present educational process to truly educate *all* children, regardless of their linguistic and cultural background, one would only have to look at the appalling statistics attesting to the low scholastic achievement of culturally different children. For example, more than a quarter of Mexican American adults have completed less than five years of schooling. Even among young adults aged 25 to 29, the proportion of Mexican Americans who have completed four years of high school or more is only 47 percent, compared to 82 percent for all races in that age group. However, it has been the popular contention among school administrators and educators that the linguistically and culturally diverse children are solely to blame for this predicament because of their cultural differences and "linguistic ineptness."

Most "education for the disadvantaged," therefore, operates on what has been called a "deficit model" which sees children of a distinct ethnic population as having no true culture of their own and as simply being deficient in middle-class modes of speech, behavior, and cognition, which are tacitly taken as representing the only "real" culture.

The fact remains that these children have stable and well-organized cultural patterns which are quite distinct and, in many instances, radically opposed to those of the middle class. Their speech patterns have traditionally been made the target of condemnation and repression in the schools, and their divergent value system has produced a major lack of fit with an educational system designed to enculturate them in middle-class ways.

The result is usually viewed as failure on the part of the student, although it should be viewed as failure on the part of the schools. Teachers who have been raised and trained with a negative stereotype of distinct cultural and linguistic patterns will find this necessary attitudinal change difficult to accept. Nevertheless, if we are genuinely concerned about building a more meaningful program for students from other cultures, this change is necessary.[4]

Bicultural/bilingual education must take its place as one of the most important change agents necessary in educational reform. With this in mind, we can begin making changes needed to insure equal educational opportunity to all children.

If, indeed, the initial efforts and rationale leading to the establishing of bilingual education programs were in the national interest, they were also worthy of federal support. It was in this context that the federal Bilingual Education Act (ESEA Title VII) became law in January 1968. The declaration of policy at the beginning of the Act reads as follows: "In recognition of the special educational needs of the large numbers of children of limited English-speaking ability in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs."[5]

This Act heralded a new educational age. Along with 56 locally initiated bilingual programs that existed in 1969, monies available under Title VII (approximately $164 million over the first five-year period) expanded the effort to a total of 305 federally funded bilingual education programs, serving approximately 180,000 children in 41 states as well as Guam, the Mariana Islands, Puerto Rico, American Samoa, and the Virgin Islands. The programs represent 24 languages and dialects other than English.[6] However modest its beginnings (only one-fourth of the money authorized by Congress was appropriated and only about 3 percent of the total population has been served), the Bilingual Education Act has helped stimulate the significant changes that are occurring in today's education. However, it has been a constant uphill fight. Not all bilingual education programs have been equally successful. From personal experience, I can attest that whatever failures have been experienced can be attributed to faulty implementation of these individual programs rather than to the lack of soundness of the concept itself.

This Act has had tremendous effect on state and local educational policies. Prior to its enactment, the majority of our 50 states had legislation making English the sole medium of instruction. Today, 13 states have legislation, either explicit or supportive, concerning bicultural/bilingual education. The most significant legislation to date has been from Massachusetts and Texas, both of which mandate bilingual education and appropriate funds for implementation. Illinois, California, New York, Colorado, Louisiana, Michigan, Alaska, and New Mexico have also appropriated state funds for the support of bilingual/bicultural education.[7] All told, approximately 1,000 bilingual education programs are now financed by federal, state, and local funds including special grants and private endowments.[8]

Other spin-offs from Title VII are in the field of teacher education. Based on the premise of supply and demand, higher education institutions have been reluctant to accept their full responsibility for adequately preparing bilingual teachers. However, as

the demand has grown for properly trained teachers for bicultural/bilingual education, these institutions are beginning to respond with relevant programs. Throughout the nation, colleges and universities are now offering degrees primarily at the master's level for the preparation of these sorely needed teachers. Among those at the forefront are such institutions as Lehman College (CUNY), Fordham, and NYU in New York; UCLA, Sacramento State, Berkeley, and Stanford in California; the University of New Mexico and New Mexico Highlands University; Northern Arizona University; the University of Texas at Austin, Pan American University, Texas A & I University, Our Lady of the Lake College at San Antonio, and the University of Texas at San Antonio in Texas.

To put the national picture into full perspective, one must also acknowledge the tremendous strides in such areas as curriculum development and adaptation, evaluation and tests and measurements, and dissemination. Notable programs in these areas include the Materials Acquisition Project, San Diego; the Multilingual Assessment Project, Stockton, California; the Spanish Curriculum Development Center, Miami Beach; the Curriculum Adaptation Network for Bicultural and Bilingual Education, San Antonio; and, the National Dissemination Center for Bicultural-Bilingual Education, Austin, Texas.[9]

Needless to say, bilingualism is not unique to the United States. In many countries of the world, bilingualism has long been a way of life for all or some communities and occasions no particular comment. In many countries, it is a matter of course for educated persons to speak and even write more than one language. The United States should profit from the study of the bilingual or multilingual education practices of such countries as Canada, Belgium, Russia, Switzerland, Finland, and the Union of South Africa, all of which have cultural and political conditions that affect their education mandates.[10]

One must remember that the status accorded to a second language is a major factor. Certainly, the success or failure of bilingual education cannot depend exclusively on what happens in school. It also depends on the effects of past cultural contact and the legacy of cultural attitudes.

In order to insure the continuous success of the bilingual education movement, several areas must receive special attention. One is the whole area of attitudinal change. School administrators and other educational personnel must begin to view cultural and linguistic differences in children as positive attributes to build on rather than to eradicate. They must look beyond compensatory education with its basic premise that all that is needed is to "rehabilitate" culturally and linguistically different children to make them ready for the standard educational process.[11] Administrators must concern themselves with the necessary changes in educational process which provide sound education for these children.

Institutions of higher learning must also quickly incorporate relevant programs and faculty to prepare the teachers who are sorely needed in bilingual programs today and in the future. Additionally, research and development components of these institutions must continue to conduct the meaningful research that can be applied to the specific needs of bilingual education. Relevant and adequate testing instruments (in the language involved) need to be developed that will adequately measure the educational achievement of children in these programs. Until they are available, much of the data collected from these programs will, at best, be skewed negatively.

In conclusion, although the bilingual education movement has focused thus far on the linguistically different children because of their educational priorities, bicultural/bilingual education must be considered as quality education and a viable approach for all the children in the United States. In this manner, we can finally capitalize on and enjoy the fruits of a truly pluralistic society. □

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Ongoing Teacher Preparation

By MARI-LUCI JARAMILLO
Associate Professor, College of Education, University of New Mexico, Albuquerque.

Although *all* teachers need to be sensitive to and knowledgeable about ethnic minorities and this calls for improved teacher education programs, this article discusses only ongoing teacher preparation for bilingual programs.

The literature is replete with cultural awareness studies which demonstrate that some public schools and universities have met this education need by sensitizing teachers to the cultures of bilingual children while other schools and universities have responded with the methodology of English as a second language. Even though awareness and second-language methodology are necessary, they are not sufficient for a thorough preparation of teachers of bilingual children.

The Bilingual Education Act (ESEA Title VII), which went into effect in 1968, provided the much needed impetus for schools of education to respond to the call of preparing prospective teachers or re-educating experienced teachers to work in bilingual programs. The public schools at that time were starting to be more responsive to "different" children, but the use of a child's native language and/or culture had seldom been utilized in teacher preparation programs.

The first attempts were clearly in-service efforts, since the public school programs were funded by the federal government with the stipulation that teachers involved in the programs receive in-service experiences. Some of the early efforts were limited to helping teachers become comfortable with the children's vernacular in the classroom.

The next major step involved translation of such classroom materials as stories, visual aids, and social studies units into the native language of the child. These small steps, although needed, were obviously a far cry from the gigantic strides that had to be achieved. Schools of education had to develop programs to educate or reeducate teachers in attitudes toward and knowledge of minorities. In addition, these institutions had to implement special methodologies based upon the unique learning styles of the minority students.

The first significant program modification in the schools of education was the addition of courses about bilingual education taught in English. But it was quickly realized that being knowledgeable about bilingual education in Wales or Africa did not in itself qualify one to teach bilingually the Chicanos, the Puerto Ricans, or other minorities needing bilingual education. For this we needed bilingually educated teachers.

Many projects directly related to bilingual education were funded in various schools of education. Many of these dealt with the reeducation of administrators and counselors; few were for reeducating classroom teachers, as the cost was prohibitive. Instead, the projects attempted to meet the need by educating teacher educators. The majority of these programs were conducted almost entirely in English, although the participants were encouraged to study a second language or study in a foreign country for a period during their education.

Today we find innovative programs for diversified language groups both in schools of education and in public school in-service programs across the entire nation. Most of them share the newness of teaching major portions in the language of the target group, and most of the people enrolled in the programs are involved in their schools and communities.

The rest of this article will briefly describe a few of these programs.

The Teacher Corps developed an innovative

(Continued on page 77)

Snow cones for children are among the good things on the cart of the street vendor, El Vendedor, in the new educational television series Villa Alegre (Happy Village). *The experimental English-Spanish show for children from four through eight is being carried by the Public Broadcasting Service. The aim of the program, which has been endorsed by the NEA Executive Committee, is to show how the diversity of languages and cultures in the United States can enrich our society.*

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Malaga, Spain	July 24	July 25
Naples, Italy	July 28	July 31
Piraeus, Greece	August 2	August 6
Iraklion, Greece	August 7	August 7
Valletta, Malta	August 9	August 10
La Goulette, Tunisia	August 11	August 13
Algiers, Algeria	August 14	August 16
Lisbon, Portugal	August 18	August 19
New York, New York	August 27	August 27
Port Everglades, Florida	August 30	

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Even though awareness and second-language methodology are necessary, they are not sufficient for a thorough preparation of teachers of bilingual children.

(Continued from page 74)

teacher education model that has been used throughout the country. Although there are variations, the unique feature is that activities are designed to acquaint participants with the community, including the language spoken. The Teacher Corps has recently shifted its emphasis from preservice to in-service education, but knowledge of the community remains a key aspect of the activities of teams of interns and regular teachers in target schools.

Although the community involvement model appears to be very effective, it has not been duplicated in its entirety where federal funds were not available, perhaps because the cost is high. However, many programs have incorporated parts of this model. One of the many excellent Teacher Corps programs is at the University of Texas in Austin, which does some of its fieldwork in collaboration with the Austin Independent School District.

Portions of the Career Opportunity Program, another well-known model, have been incorporated into other schools. This particular model gives students credit for on-the-job preparation as teacher aides while they continue regular studies toward a degree. The University of Southwestern Louisiana is one of the institutions that has adopted the concept as a part of its regular program. Each of its professional courses carries a field experience component during which the students directly assist teachers. French is the second language in this school's program.

In addition to their bilingual education programs, some universities, such as the University of Arizona at Tucson, have established multicultural education centers. These centers usually offer programs in addition to the regular preparation program which involve those interested in multicultural education.

Most designers of total teacher education programs want their students to develop the necessary skills and attitudes in the two languages and in the two cultural settings in which they have studied. Because of this, most of the innovative programs are field-based philosophies.

Among the many schools now involved in bilingual competency-based education is New Mexico Highlands University, which offers a significant number of courses in both Spanish and English in the required core of professional courses. In addition, several content areas are offered bilingually. This has been possible because methods courses in the teaching of science, mathematics, social studies, and fine arts are taught by professors who are themselves bilingual. The Department of Education offers both undergraduate and graduate majors in bilingual elementary education. The graduate program is heavily field-based.

The University of New Mexico prepares Spanish/English bilingual teachers in three professional semesters: One semester is conducted entirely in English, one in Spanish with Chicano content, and one uses both languages and cultures in a bilingual setting. In-service needs are met by several courses taught in Spanish, along with the newer theories of learning.

The same institution conducts teacher education off-campus on the Navajo Reservation. A bilingual Navajo/English model is developing, and nine bilingual Navajo/English teachers completed a degree program in December 1974. Although at the start most of the professionals involved are not Navajo-speaking, they will use the Navajo culture as a large portion of the model's knowledge base with the help of the Navajo community. Like other universities, the University of New Mexico has conducted many Navajo education projects.

Many schools now offer master's degrees in bilingual education. One such school is San Diego State University in California, which offers a joint master's and a bilingual cross-cultural specialist credential. The program it follows is competency-based and is presented in collaboration with several school districts—one as far away as the Pueblo Unified School District in Colorado. The program has several options which were developed to accommodate Mexican Americans, Asian Americans, Native Americans, and Blacks. All options are geared to respond to target populations' needs in the areas of culture, language and dialectical differences, community problems and issues, and role model competencies.

Many institutions are trying unique programs in preparing bilingual teachers, but few program descriptions are as yet in the literature. In preparing teachers for bilingual settings, most use the vernacular and culture of the children and are field-based. Some are, in addition, competency-based. As many variations as the programs have, they all share one element in common: The child's total way of life is important in preparing or reeducating teachers. Both universities and public schools are looking for novel ways of implementing this concept. □

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CIRCLE QUICK-ACTION CARD NO. 37

The Massachusetts Story

By MARGARET S. GORDY
Certified Bilingual Elementary School Teacher; presently employed as an Escort Interpreter with the U.S. Department of State.

The mark of a successfully functioning democracy is maximum participation by all sectors of the population in the decision-making process. Educational legislation is one area in which wide citizen participation is particularly vital because education affects not only those who have children but the future of the country as a whole. There are instances in which only massive constituent pressure will result in the passage of much-needed vanguard legislation. A case in point is bilingual education.

Massachusetts was the first state to pass legislation mandating and providing funding for bilingual education. As such, it is of particular interest.

In 1960, Massachusetts had a large proportion of first-generation residents, with accompanying linguistic diversity. The situation reached crisis dimensions in the latter half of the sixties when increasing numbers of Spanish speakers immigrating to Boston were added to substantial numbers of first-generation Portuguese, Chinese, Greeks, Haitians, and Italians already in residence throughout the state. Despite this fact, the state legislature evinced virtually no interest in the educational problem this presented.

By 1970, the success of a small bilingual program under ESEA Title VII and a locally funded pilot project in Boston had demonstrated the need for bilingual education on a larger scale. A 1970 report by the Task Force on Children Out of School corroborated that need with statistics estimating between 4,000 and 10,700 children were being excluded from the Boston public schools alone. The majority of them were linguistically different children who left school or who had never gone to school because the school system had failed to establish relevant programs for them. That discovery led members and friends of the local Spanish-speaking community to push for the enactment of legislation mandating bilingual education. State Representative Michael Daly, a member of the Task Force which had written the report and House chairman of the Joint Committee on Education, filed a bill to establish such a program.

The first attempt to secure passage of the bill was unsuccessful. Little effort was made to solicit widespread constituent support, and the consensus of

Massachusetts was the first state to pass legislation mandating and providing funding for bilingual education.

the Spanish-speaking community alone was too narrow to attract legislative support. Few of the Spanish-speaking residents were registered voters at the time, and as a group they represented only one or two districts in a statewide campaign.

Participation by other linguistic groups, such as the large Portuguese-speaking population in Fall River and New Bedford, would have provided greater geographic balance. Constituent support from districts which did not stand to benefit directly from the bill would also have furthered its passage. The absence of those conditions meant that many legislators who were not specifically opposed to the bill were not given sufficient justification to allocate state funds in its behalf.

The problems causing the failure of the first initiative were dealt with in a second, successful attempt which resulted in the passage of the Transitional Bilingual Education Act of 1971. The differentiating factor was the formation of a loosely structured but highly cohesive citizens' group called the Massachusetts Coalition for Bilingual Education.

The Coalition evolved out of a rather amorphous group of people and agencies interested in bilingual education. A series of meetings to redraft the original bill gave the group experience in working together and familiarized them with legislative procedure. This was the principal factor in reducing factionalism and ensuring a consensus on all aspects of the bill.

The Coalition included union leaders; church leaders; and many civic, business, and professional organizations throughout Massachusetts, such as the Massachusetts Teachers Association (MTA), the Massachusetts League of Women Voters, the Greater Boston Chamber of Commerce, social welfare agencies, the Massachusetts Association of Social Workers, the United Community Services, and the Massachusetts Commission Against Discrimination.

Each of the constituent organizations informed its members and encouraged them to write their respective representatives in support of the bill. This transformed the bill from being one of local interest to one of statewide concern. The result of such widespread support was that interest groups and voting districts favored the bill even though they would not directly benefit from its contents. This exercised a tremendous amount of influence upon the legislators.

All of the groups which supported the bill played an important role in its passage. However, that of the MTA deserves special mention. In addition to performing previously cited functions attributed to a lobbying group, the MTA ensured that—

1. The bill met existing educational standards.
2. The program would not deprive teachers of their jobs.
3. Certification requirements were sufficiently flexible to provide enough qualified teachers to fill new posts but strict enough to protect those same teachers from lower salaries and other discriminatory treatment.

In addition, the MTA conferred with the State Department of Education, which, as a government agency, was prohibited from active participation in the legislative process. (Its approval of all aspects of the bill was indispensable because it would be responsible for implementing the program if established.) The MTA's explanation to teachers of the scope and intensity of the problem produced their organizational support.

In addition to these significant activities, the MTA carried its commitment still further by sponsoring the bill, co-filing it with Representative Daly and Massachusetts House Speaker David Bartley.

The MTA's previous interest in lobbying had been primarily concerned with teacher benefits. That worthy but somewhat limited perspective was broadened by the decision to sponsor the bill. The importance of that decision both in terms of its effect on the community and as an example to similar groups cannot be overemphasized.

For ideological as well as logistical reasons, active support of equal educational opportunity legislation by state education associations is crucial. As previously noted, participation by the Massachusetts Teachers Association in an effort to achieve such legislation was one of the factors which determined its success.

The experience demonstrated that the MTA was more than a limited interest group and was willing to cooperate with many diverse groups in establishing programs to serve the community at large. It is hoped that the Massachusetts experience may provide helpful guidance for other states considering similar equal educational opportunity legislation. □

This article is based on the author's senior honors thesis at Tufts University, from which she recently received a B.A. degree in bilingual education. She has taught English as a second language to native speakers of French, Spanish, and Portuguese.

Action by the 93rd Congress

Historically, American education has perpetuated the values and beliefs of the majority culture. These values and beliefs are frequently in direct conflict with culturally and linguistically distinct schoolchildren and adults. As a result, traditional school offerings have failed to make whites out of Chicanos, Blacks, Native Americans, and Asians, and have seriously impeded the learning of many children. NEA believes that linguistic and cultural diversities will enrich the American mainstream and that they should be respected and encouraged through bilingual education.

In 1965, NEA established a task force chaired by Maria Urquides of Tucson, Arizona. The task force focused primarily on alternative educational strategies that would promote better educational opportunities for the Spanish-speaking. As a result, a document entitled "The Invisible Minority . . . Pero No Vencibles" was published, highlighting the need for bilingual education.

In 1966, the NEA sponsored a symposium on "The Spanish-Speaking Child in the Schools of the Southwest" in Tucson. As a direct result, Congress enacted the Title VII Amendment—the Bilingual Education Act—of the Elementary and Secondary Education Act (ESEA), which became effective in 1968.

Under this new title, the Congress appropriated funds for "demonstration bilingual education projects," ranging from $7.5 million in fiscal year (FY) 1969 to $35 million in FY 1973—roughly one-fourth of the total funding authorized during that period. Despite the perennial lack of sufficient funding, the bilingual education program has been able to serve a growing number of bilingual constituencies. In fiscal 1974, Title VII projects sought to help children from Spanish-speaking, Eskimo and American Indian, Portuguese, and Chinese backgrounds. In addition, programs were carried out assisting Guam, the Trust Territories, and Puerto Rico.

Nevertheless, the shortfall of services and projects is alarming, and the 93rd Congress took a major first step toward elevating bilingual education to its rightful status by adoption of several amendments to ESEA and other programs administered by the U.S. Office of Education. The omnibus Education Amendments of 1974 (HR 69, signed into law August 21 as Public Law 93-380) contain provisions, originated by the Senate Education Subcommittee, adopted by the full Senate, and agreed to by the House. Congress authorized appropriations of $135 million for Title VII during FY 1975, $140 million for FY 1976, $150 million for FY 1977, and $160 million for FY 1978.

In its policy statement, the Senate made clear its intent that bilingual education programs funded under the Bilingual Education Act are to involve use of both English and the native language as mediums of instruction in the basic school curriculum and to include the study of the history and culture associated with the native language. The comprehensive program included in the Act is designed to develop and reinforce the child's self-esteem and to foster a legitimate pride in both cultures.

Although the major thrust of the program is aimed at elementary school programs, where the greatest need now exists and where the greatest benefits can be achieved, the Act does provide for preschool programs and for programs at the secondary level in situations where special programs can be provided to focus on a particular situation—the presence of large numbers of recently immigrated students, for example.

The Act mandates an annual report to the President and the Congress on the condition of bilingual education in the nation, the administration of the Title VII program and other federal bilingual programs, a statement of activities current and projected, and an estimate of educational personnel needed to carry out the objectives of the Act. It requires national surveys of (a) the number of children and adults with limited English-speaking ability and (b) the extent to which they are being served by federal, state, and local programs. The first survey is to be completed by November 1975; the second, by November 1977. It also mandates the preparation of a five-year plan for extending bilingual education services—through cooperative and voluntary arrangements among states, localities, and the federal government and also through other means—

to those persons determined by the survey to be in need of such services.

Congress viewed the lack of adequately trained bilingual education personnel—including teachers, counselors, administrators, and teacher aides and other paraprofessionals—and the virtual nonexistence of programs to produce those personnel as a major failure in our teacher education system and the major obstacle to the immediate development of fully bilingual programs where they are needed.

Because of these deficiencies, the Act earmarks 15 percent of each bilingual education grant for preservice and in-service education and preparation of education personnel. It earmarks 50 percent of appropriations between $35 million and $60 million principally for the provision of new bilingual teachers, administrators, counselors, and other educational personnel and the development of appropriate graduate education programs for these purposes. One-third of appropriations in excess of $60 million also is earmarked for these purposes. To help increase the available supply of bilingual education professionals, the Act also directs the USOE Commissioner to provide a bilingual education fellowship program of from 200 to 500 fellowships each year.

In terms of priority needs, Congress ranks bilingual research and development of bilingual educators at a high level. The federal government's efforts in bilingual R & D fall far short of the need. Since enactment of the Education Amendments of 1972, the responsibility for research in education has belonged to the National Institute of Education. Congress expects leadership from the Institute in attaining the objectives mandated by the 1974 Act. These objectives include the identification of elements of a successful bilingual education program, an examination of current testing patterns and the projection of new and more suitable ones, the publication of R & D findings, the development of curriculum materials and teaching aids, and the dissemination of bilingual-bicultural education techniques and methodologies for use by schools at their discretion.

The recent reactivation of the National Advisory Council on the Education of Bilingual Children is encouraging, although Congress noted that the legislation creating such a Council was enacted in 1967 as part of the original Bilingual Education Act and that between 1970 and 1974 the Council did not meet.

The new Act envisions a strong and active Advisory Council. It specifies the appointment, for terms of varied length, of 15 members, drawn from the ranks of both lay and professional persons interested and experienced in the education of bilingual persons. Classroom teachers, teacher educators, and school board members are among the categories of persons to be appointed to the Council.

The Council is directed to submit to the President and the Congress an annual report covering and evaluating the current status and projected directions for bilingual education and other federal bilingual programs as observed from the Council's unique vantage point.

The revised Title VII program provides a new role for state education agencies in the federal bilingual effort. In the past, federal funds have been granted to local education agencies and to organizations and institutions supporting their bilingual education activities, but not to the state agencies themselves. The 1974 Act provides for a wider range of state activities, especially in training, and includes authority for the U.S. Commissioner of Education to grant some funds to the state educational agencies for supportive and technical services.

Also the Act calls for consultations by the Commissioner with state education agencies and others in the development of suggested model bilingual education statutes, curriculums, and teacher-certification processes that might voluntarily be adapted for use in a variety of locations.

The success of the revised Title VII program will depend upon the level of funding actually provided by Congress in appropriations legislation. At press time, Congress was considering appropriations for the current school year. The outcome of that process will be published in the *NEA Reporter* as soon as the money bill is signed.

—NEA Government Relations.

"Please stand by. The trouble is not in your set. The trouble is in your not doing your school work."

The Court Speaks Out

In the *Lau* v. *Nichols* decision, a year ago this month, the U.S. Supreme Court unanimously held the failure of the San Francisco school district to provide for the special educational needs of nearly 1,800 non-English-speaking students of Chinese descent to be a violation of Title VI of the Civil Rights Act of 1964.

The Court ruled that San Francisco must either overcome language barriers for students not receiving compensatory help or be threatened with the loss of its federal financial assistance. It based its determination on the provisions of the 1964 Civil Rights Act, which bans discrimination because of color, race, or national origin in any activity receiving federal funds and on regulations promulgated by HEW, the agency authorized to conduct compliance reviews of federally aided school systems.

"It seems obvious," the Court emphasized, "that the Chinese-speaking minority receives less benefits than the English-speaking majority from . . . [the] school system which denies them a meaningful opportunity to participate in the educational program—all earmarks of the discrimination banned by the Regulations."

Federal courts have been more receptive to ruling on violations of federal statutes such as the 1964 Civil Rights Act than to dealing with the constitutional question of denial of "equal protection of the laws." In a "friend of the court" brief, NEA and the California Teachers Association, arguing on the equal protection issue, had urged the Court to compel provision of compensatory English language training.

The HEW Office of Civil Rights, which conducts reviews of school districts for compliance with Title VI, found in 1970 that students from other cultures who have English-language deficiencies were often denied equal access to educational programs.

In a 1970 memorandum, the OCR stated: "Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

The *Lau* decision, however, did not mandate a specific program or plan; in fact, the Court remanded the question of how barriers are to be overcome to the federal court and to the San Francisco school system. Possible plans might include teaching English to non-English-speaking students and holding classes in Chinese, Spanish, and Tagalog (the national language of some Filipinos).

Last spring the San Francisco school board hired a consulting firm to develop a plan that would be consistent with the *Lau* decision and with the views of a task force consisting of members of the community, including those of Spanish-speaking, Japanese, Chinese, and Filipino ancestry. The plan had to deal with such issues as employment of teachers who speak languages of the community, instruction in Japanese culture and heritage for Japanese students who already speak English, and the teaching of English as a second language.

While the school board in San Francisco was deliberating on implementing the *Lau* decision, other favorable court rulings on the bilingual/bicultural issue were handed down in a school desegregation suit in Denver and in cases similar to *Lau* in Portales, New Mexico, and New York City.

Last spring, in the Denver school desegregation case, *Keyes* v. *School District No. 1,* a federal court called for instituting a bilingual/bicultural program in elementary and secondary schools with large Chicano populations.

The court urged adoption of a plan prepared by José Cárdenas for the Denver public schools. His plan encourages the use of bilingual and bicultural programs to enable children from other cultures to make an effective transition to use of the English language. Cárdenas has identified characteristics of minority students—poverty; mobility; and alien culture, language, and societal perceptions—which impede their success in instructional programs designed for white, middle-class, English-speaking students and has suggested that the school program and the characteristics of such a child be made more compatible.

Thus, in the context of ordering school desegregation as a tool for availing all children of the

"opportunity" for an education, the court emphasized that Denver's schools "be responsive to the educational needs of minority Black and Chicano students as well as those of the majority Anglos."

During the summer, the U.S. Court of Appeals for the Tenth Circuit (Denver) upheld a trial court's ruling that Spanish-surnamed students in the Portales, New Mexico, school system have a right under Title VI of the 1964 Civil Rights Act to bilingual education.

The appeal court thus buttressed the lower court's finding of discrimination in the system's failure (a) to provide bilingual instruction that recognizes the special needs of Mexican American students; (b) to employ Spanish-surnamed teachers, including those teaching the Spanish language until 1970, or any administrators of Mexican American origin; (c) to structure a curriculum reflective of the historical contributions of persons of Mexican and Spanish descent to New Mexico or the United States or otherwise reflective of the special language needs of Portales' Spanish-surnamed children.

The remedial plan originally proposed by the lower court called for a bilingual program for some 40 preschool children and 30 minutes of Spanish instruction daily for some 150 students in grades 1-4; Spanish-surnamed personnel in these programs; a Spanish-surnamed teacher to help junior high students experiencing difficulties in the language arts; a course in ethnic studies in the high school; and an effort to obtain state bilingual education funds.

Evidence at the trial court level revealed that Portales' Spanish-surnamed students do not reach the achievement levels attained by their Anglo peers and that as the disparities increase, so do attendance and school drop-out rates. One expert witness testified that children who find their culture, language, or ethnic group rejected in school become withdrawn; another told the court that students who are not achieving often demonstrate both academic and emotional disorders.

Last August, in *Aspira of New York, Inc.* v. *Board of Education of the City of New York, et al.*, the Board signed a consent decree in federal court whereby it agreed to work with Puerto Rican groups to implement a bilingual education program. The decision in this case echoes the concern of *Lau* that non-English-speaking children be provided with educational programs in which they can effectively participate and learn. Bilingual programs are being offered in pilot schools this winter, and a full program must be implemented by September 1975 for students who need such programs.

The consent decree calls for (a) systematic identification and classification of Spanish-speaking and Spanish-surnamed children who can learn more effectively in Spanish in terms of their reading, speaking, writing, and comprehension ability in English and Spanish; (b) provision of bilingual educational programs including intensive instruction in English; instruction in mathematics, science, and social studies in Spanish; and reading instruction in Spanish.

The decree, however, stresses that "students receiving instruction will spend maximum time with other children so as to avoid isolation and segregation from their peers." Additionally, the program "shall avoid negative stereotypes of members of any ethnic or racial group and shall positively reflect, where appropriate, the culture of the children within the Program." Furthermore, training programs for staff must be sensitive to the cultural diversity of the students.

The question of adequate staffing is also addressed in *Aspira.* Faculty in the bilingual program "shall be" fluent in written and spoken Spanish and English, as well as in educational techniques. To meet these staffing needs, the board must retrain teachers to become fluent in a second language and also implement an affirmative action program to recruit bilingual personnel from within the City and elsewhere.

In recent years, the courts have frequently been used to advance the quality of education provided for linguistically and culturally distinct students. In 1970, for example, a federal court in California challenged placement of such children in classes for the educable mentally retarded and required the state to test all children whose native language is not English and to retest all children currently in classes for the retarded.

Now that the courts have spoken out so emphatically on schools' obligations under Title VI, it is up to administrators, teachers, parents, students, and community groups to ensure that bilingual/bicultural programs are effectively implemented.

—Betty E. Sinowitz, *special assistant, DuShane Emergency Fund, NEA Teacher Rights.*

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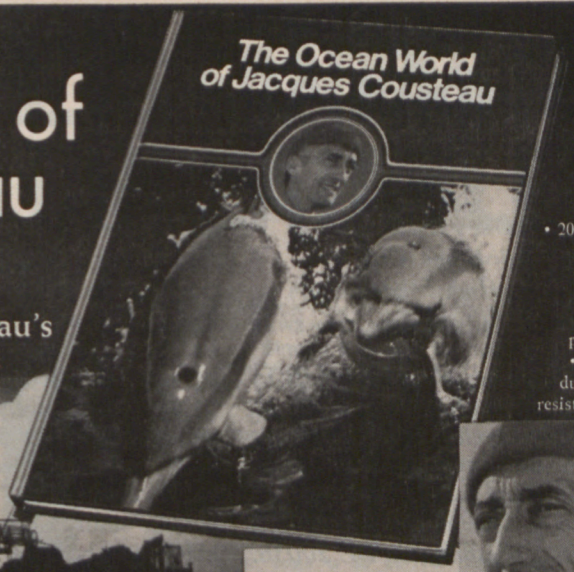

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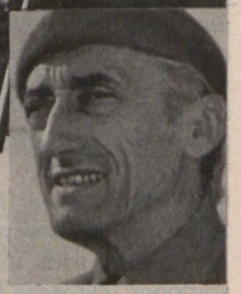

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CLASSROOM

By JANE TYLOR FIELD
Teacher of English and Creative Writing, Hilltop High School, Chula Vista, California.

Mrs. Field urges NEA members to send in interesting and useful teaching ideas on the elementary and secondary level for possible use in future issues. Mail suggestions to Box IE, Today's Education, 1201 16th Street, N.W., Washington, DC 20036.

Nostalgia is in the air these days, and it's a very nice thing, too. In tandem with the interest in old spittoons, kerosene lamps, and patchwork everything, some teachers have been pegging social studies programs on local history. For instance, what was life really like, say, between 1890 and 1920?

Aided by five women trained in oral-history research techniques, Richard B. Sirvint's students at South Hadley High School in Massachusetts found out. They questioned oldsters of the town, who revealed what role the trolley had played, that jumping from ice floe to ice floe had been a daring winter pastime, that a woman had been the shop teacher in 1900, and that some early medical techniques had been pretty hairy (horse tails were sometimes a source for emergency sutures).

After much supplementary reading and some field trips, the students held an oral history fair where they and the elderly citizens who had helped them with their study listened to the interview tapes and ate food based on recipes of the period.

Perhaps the sense of taste makes lessons really memorable. For years, Stephanie Orfali taught a sixth grade course which she called Our Old World Heritage. During each unit, the class sampled the foods of the country studied.

When the country was Greece, they first viewed a film in which a boy of ancient times eats a breakfast of olives, feta cheese, pita bread, and grape juice. Then they ate a meal like the one in the film. Middle East studies were climaxed by a spread of chick-peas, stuffed grape leaves, oriental salad, and oriental bread. When Italy was on the agenda, local Italian parents provided a spaghetti dinner.

Depending on the ethnic mix of the class, treats were different, but eventually they included an English high tea, French hors d'oeuvres, a Scandinavian smorgasbord, Korean snacks, a Russian borscht, and soul food.

The dining was accompanied by exhibitions of costumes and native art and slides of the country of the day. Retired now, in Zion, Illinois, Mrs. Orfali is often greeted by former students who like to rhapsodize over those wonderful international happenings.

Fifth graders in League City, Texas, have found out what the Puritans ate in the austere days before hamburger stands. Starting with seeds in plastic-lined cardboard boxes, later transplanted in outdoor frames, the children cultivated the same crops that the earliest settlers did: corn, squash, beans, peas, okra, oats, and wild onions.

Besides providing a tangible link with the past, this garden also demonstrated how seeds grow in different soils—organic, fertilized, and natural topsoil. Team teachers Kay Lee Benoit, Mary Howard, Rita Michalik, Bettye Wilson, and Sandi Witt, and aide Debbye Kopecky noted still another benefit: The outdoor hoeing and weeding often dissolved classroom tensions.

Not everything from the past is appealing. "Dick and Jane and Tom and Betty were boring. They weren't real. Nobody did the things they did. And there ought to be girls doing neat things, too."

Hearing her tenth grade students express these opinions, Tina Egge suggested that they write stories for elementary children about the real world and real events, with girls as well as boys being heroic.

The class plotted to eliminate stereotypes and to make positive statements about the relationships between people. The results were *Zelda in Real Life* and *After the Lights Went Out*. They were illustrated by the students with recognizable local scenes.

The books were a great success, both for their creators and their intended audience.

At Maryland's Smithsburg High School, Margaret Trader teaches an elective called Write On. After students had read part of Bel Kaufman's *Up the Down Staircase*, she asked them to write poor Sylvia Barrett a letter on class management or a prayer that she might find helpful.

One student, Vernon Davenport, chose the prayer and has Sylvia say, "Show me my mistakes and help me correct them before it is too late. Lord, bless my class and give it life."

Bulletin boards should usually be informative. One way to make them so is to post parts of the newspaper. Many boys and girls don't read newspapers at home or can't because their families—a great many, unfortunately—do not subscribe.

Clippings about ecological measures or the lack of them, about safety practices, about young people aiding their community or participating in sports or just enjoying scouting; stories about the horrendous drug problem, the plight of the elderly; animal stories; human interest stories; pictures; sports columns; columns of advice; cartoons; the comics; the chess game of the day; editorials and letters to the editor—all of these will find readers.

The display should be changed daily. Reading the various items gives many students something to do between classes. At least it keeps them on their feet for a few minutes instead of plopping immediately into another chair. Students from other classrooms may even come in to keep up with a certain feature or just to see what's going on in the rest of the world.

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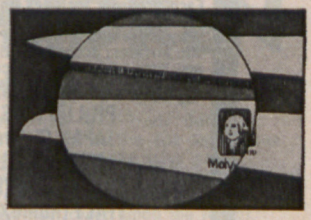

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The examples of children's speech I have collected during my years in kindergarten classrooms illustrate the humor provided by young minds in action.

- Julie, for example, commented as she was experimenting with a magnet: "We should try to pick up some raisins. They have iron in them."
- After discussing how squirrels store up nuts for winter, I showed the class a picture of a bear and asked, "What do you think a bear does to get ready for winter?" Bobby replied, "He stores up porridge."
- In preparing the class for a story, I asked, "What do you do when a story has no pictures to look at?" Nancy responded, "You close your eyes and consecrate."
- Laurie appeared extremely sure of what she wanted when she demanded, "Why don't you call me Laurel? Laurie is just my maiden name."
- As several children were inspecting a small totem pole, someone asked, "What is that?" Greg promptly explained, "An Indian skycraper."

And who could argue with the logic evidenced in this incident? Finding Brad studying a picture of Abraham Lincoln, I inquired, "Do you know him?"

Brad thoughtfully replied, "I know him, but he doesn't know me."

—By Delsie Charais, *assistant professor and nursery-kindergarten supervisor Department of Teaching, Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls.*

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A Teacher's Guide to the Energy Crisis

By JOYCE G. SARTWELL *and* RICHARD P. ABELL
Social Studies Teachers, Montgomery County (Maryland) Public Schools.

The energy "crisis" has peaked and is now on its way to being a problem. Bureaucratic machinery is being created to cope with it, energy research is under way, and we Americans have made up our minds to keep the thermostat down. But the energy problem will probably be with us, and the whole world, for many generations to come.

In this article, we attempt to define some troublesome facts about the use of energy, to organize the major issues, to review some alternative sources of energy, to provide ideas for classroom use, and to list useful references and materials on the subject.

The energy crisis—or problem—is one which young people K-12 can study in many subject areas—science, social studies, English, industrial arts, home arts, history, mathematics. By examining the material which follows, teachers can, we hope, find activities appropriate to the subject and grade they teach.

Troublesome Facts About Our Use of Energy

1. The United States, with only 6 percent of the world's population, uses over one-third of the world's energy.

2. More than 50 percent of all the energy the United States produces is wasted. We offend worst in use of fuel in transportation, wasting more than 80 percent of the energy potential.

3. We use 40 percent of our fuel in manufacturing (primarily in a few energy-intensive industries); 25 percent in transportation (one-half for cars); 20 percent in heating and cooling homes and running home appliances; and 15 percent in heating and cooling commercial buildings and running appliances in those buildings.

4. Americans use nine times more energy per capita than the rest of the world.

5. American agriculture is inefficient in use of energy. It uses about 10 calories of fuel to obtain one calorie of food; "primitive" cultures obtain five to 50 food calories for each calorie of energy expended.

6. Nearly all underdeveloped countries are trying to industrialize and hence will increase their use of energy exponentially.

7. Environmental pollution is creating severe ecological problems, and there are grave dangers that many environmental standards will be lowered in order to supply the nation's demands for more and more energy.

8. U.S. energy consumption in BTU's is expected to double between 1960 and 1980.

9. The giant international oil cartels appear to have benefited enormously from the crisis if excessive profits are any measure.

10. The sharp rise in world oil prices presents many of the developing countries with the likely prospect of future catastrophic food shortages and developmental reverses.

11. Our government's overwhelming commitment to nuclear power development as a supplement to fossil fuels raises the possibility of safety hazards that alarm increasing numbers of thoughtful citizens.

The Main Issues: Important Questions for Students and Teachers

1. Who or what caused the energy crisis?

A. The Arab oil embargo? Higher prices for oil imports?

B. The U.S. government's lack of foresight? Too many government restrictions on oil? Too stringent government environment controls? Lack of a coordinated government policy? Too little exploration for oil? Poor tax structure?

C. The oil companies? Creating a phony shortage? Holding back supplies to get more profits? Driving out independents? Underestimating demand? Trying to force lowering of environmental standards to sell high sulfur fuel? Failing to do adequate research and to build new refineries?

D. Businesses that sell energy-using products? Encouraging consumption to make bigger profits?

E. Average citizens? Want higher living standards? Accustomed to luxury? Self-indulgent and wasteful? Powerless to obtain reliable information on energy problems and trapped in a high-energy society?

F. Increasing industrialization? Growth of total production? Consumer orientation of our society? High labor costs and rapid obsolescence of products?

G. Population growth that outpaces energy output?

2. What are the consequences and effects of the energy crisis?

A. On our economy? On fuel and gasoline shortages? On employment? On government control of the economy?

B. On our environment? Lower air and water pollution standards? Use of higher polluting fuels? More

strip mining? More oil spills?

C. On development of present and new energy sources: more coal strip mining; the Alaska pipeline; more refineries; more dependence on foreign sources; development of nuclear energy, solar energy, geothermal energy, wind energy?

D. On international economic and political relations? U.S. relations with Arab nations and with Israel? Higher prices of oil and competition for scarce supplies?

E. On Europe and Japan? Cost of oil for these countries? The effects of the energy crisis on their standard of living and their changed relationships with the Arab states?

F. On developing nations? Effect on food production, economic development, costs of importing and paying for imports?

3. What can be done about the energy crisis?

A. Speed up fossil fuel production? Allow prices to rise? Permit burning of high sulfur coal and oil? Subsidize exploitation and production? Grant offshore leases? Grant oil companies more tax benefits?

B. Discourage energy use? Allow prices to rise? Apply rationing? Lower present speed limits? Grant public utility rate increases? Raise environmental standards? Raise taxes on consumer uses of energy? Raise taxes on heavy energy users, e.g., big cars, air conditioners? Curtail business uses of energy? Break up oil cartels? Encourage individuals to lower thermostats, drive slower, use car pools, drive less? Teach environmental and energy conservation? Grant tax benefits for home insulation? Have fewer children? Go back to a simpler life?

A Look at Alternative Sources of Energy

A. *Solar Energy:* Heat of the sun used directly to heat and cool buildings or indirectly to produce electricity or fuel.

Supply: Inexhaustible; can potentially supply all of the world's needs.

Environmental problems: Solar collectors may take up a lot of space and may look unsightly.

Cost: Capital costs are high today compared to those of fossil fuels but are competitive in some areas of the country for space and water heating.

Technological problems: Requires little technological development for immediate space and water heating use. However, economical methods of conversion to electricity will take time to develop because the sun is a diffuse and variable source of energy.

B. *Wind energy:* Wind used directly to drive electricity-producing generators.

Supply: Inexhaustible; could theoretically supply a large part of U.S. energy needs.

Environmental dangers: Probably none, though air current patterns might be affected.

Cost: High capital costs compared to those of fossil fuels.

Technological problems? Not as great as most fuel alternatives. Since winds are variable, storage of wind energy is a difficult problem.

C. *Geothermal energy:* Underground reservoirs of steam, hot water, and hot rocks used to run electricity-generating turbines.

Supply: Potentially vast both in United States and elsewhere.

Environmental dangers: Relatively pollution-free except in immediate vicinity of geothermal plants, which may discharge noxious chemicals. Since many underground reservoirs are located in federally owned parks and forests, production of geothermal energy may cause disruption of wildlife and scenic areas. Some danger from possible earth subsidence after removal of steam, etc. Long transmission line system necessary to reach population centers.

Cost: Economically feasible. Geothermal plants are now located

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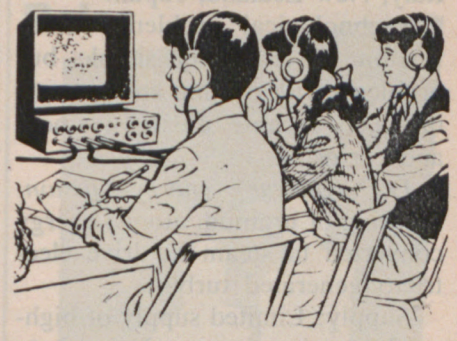

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Technological problems: Conversion to electricity simple but problems with drilling and extracting likely because of excessive heat and corrosion.

D. *Nuclear energy—fission:* Splitting of uranium atoms; energy converted to steam to drive electricity-generated turbines.

Supply: Limited supply of high-grade uranium but can be made to go a long way with breeder reactors. Nuclear power now supplies about 5 percent of our electricity; Atomic Energy Commission estimates it could produce 50 percent by the year 2000.

Environmental dangers: Requires careful control to prevent radiation damage to animal and plant life because of possible accidents or sabotage or radioactive waste storage problems. Mining, manufacturing, and transporting of atomic fuels must also be controlled to avoid possible hazards.

Cost: Competitive with fossil fuels.

Technological problems: Much research and development already accomplished. However, many utilities still have difficulty in applying the technology. Improved technology, particularly in more efficient use of uranium (fast breeder reactors), is under development.

E. *Nuclear energy—fusion:* Production of electricity by combining hydrogen nuclei.

Supply: Potentially inexhaustible.

Environmental dangers: Similar to those associated with fission reactors.

Cost: Potentially cheap.

Technological problems: Some scientists feel main problem is lack of funding for research; others believe fundamental breakthroughs in physics and engineering still needed.

F. *Recycling:* Conversion of trash into burnable oil and methane gas.

Supply: Limited; has potential to supply small percentage of our fuel needs.

Environmental dangers: Useful in helping cities and towns dispose of solid waste.

Cost: Considerably higher than its competitor, natural gas.

Technological problems: Requires a coordinated waste collection system in a populated area.

Ideas for Classroom Use

Ideas are listed in approximate order of difficulty, starting with early elementary and advancing through senior high. Teachers may find, however, that with ingenuity, they can adapt almost any of these ideas to the grade level they are teaching.

1. Have students explore the meaning of the term *energy*.

2. Have students analyze the effects of the sun's energy.

A. To demonstrate the sun's warmth, use one thermometer in the sun and one in the shade to show temperature differences.

B. To demonstrate how the sun provides light, take children outside into sunlight and then into windowless room without lights.

C. To show how it makes plants grow, put a pot with a newly sprouted plant in a sunny window and another in a dark closet. All other factors should be equal. Or put a piece of black plastic on a patch of grass. In a few days, lift up the patch and show what has happened to the plant growth.

D. To show how the sun makes water evaporate, put a glass with a small amount of water in the sun and another glass in the shade. Which dries quicker?

3. Have students write a poem which describes their feelings about the sun. Then have them compose another poem, describing how they would feel if there were no sun.

4. Have the class make a bulletin board display on ways the sun gives energy.

5. To demonstrate the bleaching power of the sun, arrange an assortment of leaves, shells, keys, rocks, etc., on colored paper and put them in the sun for a few hours around noontime. Remove items and see what the sun has created. (The June 1974 issue of *Harper's* recommends this activity.)

6. Each week, select two students to serve as energy savers for the class to turn off lights, check thermostat, raise or lower blinds.

7. Make an energy-conservation bulletin board. Have children collect articles, pictures, and cartoons to show ways to save energy.

8. Each week, after students decide which energy-saving method they want to emphasize, have them draw pictures and write stories about it. They can take these home to alert their parents to the need to save energy.

9. Show pictures of beautiful woods, mountains, rivers, lakes. Ask children to describe similar places they have seen and how they felt about them.

Then show pictures of polluted waters, denuded forests, strip-mined land. Ask children to describe their feelings about what has caused the ugliness.

10. To show children how energy can be saved at home, demonstrate the heating and cooling conductivity of various materials.

For example, obtain two cylindrical rods, one of aluminum and one of steel or iron, which have the same length and diameter. Using an insulated clamp, attach each rod to a stand or tripod. Place a piece of wax on one end of each rod. Put the other ends into the flame of a candle (or Bunsen burner or alcohol lamp). On which rod does the wax melt first? In other words, which material is the better conductor of heat?

In a more complex experiment, demonstrate the importance of insulating materials in two steps: First, place a cardboard box over a lit electric light bulb. Turn off the bulb after five minutes. Then measure the temperature inside the box one half hour later. Second, attach insulating materials on all sides of the same box, place over the lighted bulb again, and then measure the box's temperature in half an hour.

11. Conduct a contest with awards to students who suggest the best ways the school can conserve energy and/or reduce pollution.

12. Have students write about an

imaginary day without oil, gas, or electricity.

13. Have students discuss these questions: If the people who lived in the time of the Pilgrims, George Washington, or Abraham Lincoln had had an energy crisis, what would it have been like? How would it have been different from today's crisis?

14. Have students write a Thanksgiving play. In scene one, show the first Thanksgiving and the kinds of energy the Pilgrims used to find and prepare their food. In scene two, students can show how their family uses energy to make the Thanksgiving meal today.

15. Have students build a solar still in class. (Send $1.50 for booklet, "How To Make a Solar Still" to Brace Research Institute, MacDonald College of McGill University, Ste-Anne de Bellevue, Quebec, Canada H9X 3M1.)

16. Have students paint an energy crisis/ecology mural in the school. After getting permission from the proper authorities, paint trash cans with similar motifs.

17. Have students pretend they are a family that has just learned their winter heat allocation will be reduced by 25 percent. After discussion, the "family" must decide ways to deal with this problem.

A second role-playing situation could involve a family's efforts to conserve gasoline. What are gasoline necessities? Luxuries? Whose needs should be served first?

18. Have the students make crossword puzzles using words related to the energy crisis. (Or use the one in the February 14, 1974, issue of *Senior Scholastic*.)

19. Have the class visit an electric generating plant, an oil refinery, or an underground or strip mine. Students can make oral or written reports about their findings.

20. Have the class prepare a bulletin board, using graphs, pictures, charts, and maps about fossil fuel types, fossil fuel use, fossil fuel pollution, fossil fuel reserves.

21. Invite a speaker from an environmental group, a government agency, and a local power company to talk about energy problems in the community. Have students prepare some thoughtful questions ahead of time for the question-and-answer period.

22. Have the class list household items which can be used again. Each student checks off items on the checklist that his or her family recycles. The class then lists items in order of their recycling frequency. This activity can trigger a campaign to get people to reuse household items or to get the community to set up recycling centers if it does not yet have them.

23. Have the class list the natural resources needed to build an automobile and make it run.

Put a world map on the classroom wall. Students can mount a toy car at Detroit; then, using different flags and yarns for each resource, pinpoint primary sources of supply and connect them to Detroit.

How many countries are involved? What would happen if major producers cut off the supply? What would happen if other countries made the same number of cars per capita as we do?

24. Have students explore whether there are practical alternatives to the internal combustion engine for cars.

25. Have students list every energy-using appliance or object used in their homes and then ask each member of their family to rate these appliances in order of importance to him or her. Share findings with the class.

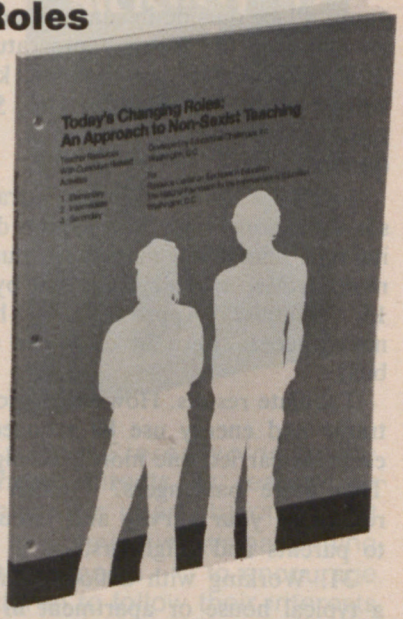
26. Have students learn how to read the electric and gas meters in their homes and keep a record of their readings over a period of time. Compare records in class. Have a contest to see which family can reduce energy use the most in one week.

27. Have students compare the sources and uses of energy in a hunting society, a primitive agricultural society, and our own society. Then have students discuss whether our society should become more or less energy intensive.

28. Have students build a small windmill to generate an electric current or to pump water. (Get plans for $1.50 from Brace Research Institute, MacDonald College of McGill University, Ste-Anne de Bellevue, Quebec, Canada H9X 3M1.)

29. Have students build a scale model of a solar-heated house which has an actual solar heater on its

Today's Changing Roles



Teachers can use these resources to supplement existing curriculum materials which frequently stereotype sex roles and provide images that are not realistic for our present and future world. The materials provide integrated language arts and social studies activities but may be adapted to a broad range of courses.

The teacher is encouraged to adapt these materials to fit her/his individual needs for use in the classroom, small group sessions, or more informal educational activities. Each lesson may be used for individual, small group or class instruction. The lessons may also be used for mini-courses or in learning centers.

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roof and uses a circulating water pump. Place outside in sun and measure increase in water temperature. (For information on model kits, write to Edmund Scientific Co., 555 Edscorp Bldg., Barrington, NJ 08007.)

30. Have students make a traffic survey at some busy intersection during rush hour. How many cars, buses, motorcycles, and bicycles went by in 15 minutes? Approximately how many people were in each car and bus?

Tabulate results. How much would traffic and energy use be reduced if each car carried one more passenger? Two more passengers? Publish the results of your survey and circulate to parents and neighbors.

31. Working with a floor plan of a typical house or apartment in the community, have students modify the dwelling to achieve maximum energy conservation and maximum comfort and safety. Place cost limits on students' plans.

32. Have students compare the *sources* and *uses* of energy by the Indians, pioneers of the 1800's, Americans in 1900, and now.

33. Have the class compare car advertisements of today and those of five years ago. What did car manufacturers stress in their ads five years ago? Now? How do the differences relate to the energy crisis?

34. Divide the class into groups to research causes of the energy crisis. Have students cover the Arab oil embargo, oil company profits, government policies, shortage of domestic supply, increased demand, pollution, and environmental regulations.

35. Have students research coal mining: history of the industry, health and welfare of miners, changing economy of coal mine areas, coal pollution, who owns mines, and technique and problems of strip mining.

36. Have students study the growth in demand for energy in the last 50 years and its main causes, including population, wealth, advertising, cars, technological development, cheap energy.

37. Have students construct a series of bar graphs showing percentage of the total each major energy source had for the years 1850, 1900, 1925, 1950, 1970.

38. Have the class simulate any one of the following energy decision-making situations: (a) A coal company presents an attractive offer to a large, Midwestern Indian reservation or county to strip-mine their land; (b) an oil company asks to build a refinery on 5,000 acres it owns in an East Coast town; (c) the local power company asks the city government for permission to build a nuclear electric plant.

In each simulation, create a large number of roles—company executives, local government officials, business people, consumer and environmental groups, expert consultants, newspaper and TV reporters—so that many students are involved. Tell them that a *decision* must be made by the officials, the tribal council, the city council, or the town meeting in each case.

39. Have the class develop a poll to question adults in the community on what they believe to be the causes and cures of the energy crisis. Publish the results.

40. Have the class conduct a survey of bike and car use by students in the school. Include questions about why more students don't ride bikes. Have the class present findings and recommendations to the student council and administration for action.

41. Have students explore the feasibility of the community's converting its trash into usable energy (methane gas, oil, etc.). How is the community treating solid waste? Would conversion be feasible and economical, given the rising prices of ordinary fuels?

42. Have students trace our changing foreign policy toward the oil-producing countries over the last two years. Why have changes occurred? What predictions can be made about our future relationships?

43. Have the class compile newspaper, magazine, and other recent reports on steps the government is taking to alleviate the energy shortage. What government agencies have direct or indirect responsibilities for energy policy?

44. Have students investigate the Alaska oil pipeline—its likely influence on the Alaskan economy and environment and the amount of U.S. oil supply.

45. Have the class debate the government's concentration on the development of nuclear energy rather than other sources.

46. Is there a shop class somewhere that would like to be the first to make a solar-heated and cooled house? A great challenge for the right teacher and class. (House plans available for $10 from Edmund Scientific Co., 555 Edscorp Bldg., Barrington, NJ 08007.)

47. Have students write members of Congress expressing their opinion on various aspects of the energy crisis.

48. Have the class conduct a thorough survey of energy consumption at the school and compute energy units consumed per student. Then have them draw up proposals for reducing consumption, and submit the proposals, together with their findings, to the administration and/or school board.

49. Have students find out how they stack up against fellow Americans in the amount of energy they use. See the *Lifestyle Index*, a booklet which provides detailed figures on all types of energy consumption, tells how much of each type the average American uses, and shows how to compute individual energy usage. (Available for $1.50 from the Center for Science in the Public Interest, 1779 Church St., N.W., Washington, DC 20036.)

50. Have students investigate oil companies—their power; special tax privileges; costs, profits, relations with oil-producing nations, influence on the energy crisis; corporate structure; ownership of other energy sources, such as coal, gas, uranium.

Then have the class look into the electric utilities industry and the gas industry in the same ways. □

References

Magazine Articles and Newsletters

1. *Bulletin of the Atomic Scientists.* "Transportation Energy Use and Conservation Potential," November 1973; "Energy Crisis: Symposium and Discussion," March 1972 and May 1972. Technical but excellent analyses.

2. *Context.* No. 2, 1974 issue, "Energy: How Do We Go from Here?" Discusses industry and government views; describes development of forms

of energy. (Obtain free single copies from Du Pont *Context*, Public Affairs Dept., D-8111, 1007 Market St., Wilmington, DE 19898.)

3. *The Environmental Education Group.* Nuclear power packet includes 44-page compilation of articles and reports called "The Clear and Present Danger: A Public Report on Nuclear Power Plants," plus two brief Public Interest Reports. (Send 9 × 12, 18¢-stamped, self-addressed envelope—mark it "Special 4th Class Rate"—and $1 donation to Environmental Alert Group, 1543 N. Martel Ave., Los Angeles, CA 90046.)

4. *Harper's.* June 1974 "Wrap-around" section. "Solar Energy—Bringing the Sun Down to Earth." Short articles, observations, suggestions.

5. *Intellectual Digest.* Series of articles in December 1972 to August 1973 issues on the energy crisis.

6. *Mosaic* (published by National Science Foundation). Spring 1974 issue, covering solar-thermal, wind, bio-conversion, photovoltaic, ocean/thermal, geothermal, coal, coal gasification, coal liquefaction, electricity generation, energy storage, conservation, systems analysis, policy studies, energy-related research.

7. *NJEA Review.* "Energy Crisis: A Teacher's Resource Guide." February 1974.

8. *Ramparts.* August 1974. Three articles on dangers of nuclear power.

9. *Resources.* Newsletter by private organization devoted to research and education in the area of natural resources. (Free from Resources for the Future, Inc., 1755 Massachusetts Ave., N.W., Washington, DC 20036.)

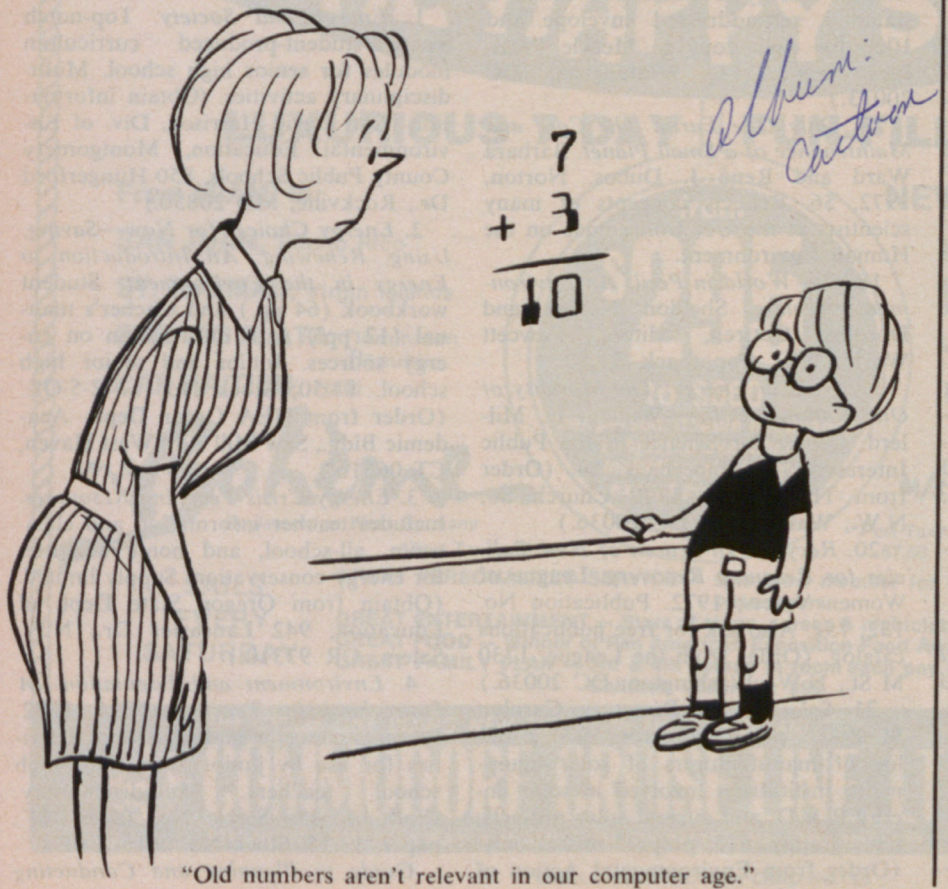
10. *Science.* April 19, 1974, issue on energy. Articles cover such topics as impact of crisis on people and institutions, developing technologies of geothermal and solar energy, and ways to be energy self-sufficient.

11. *Scientific American.* September 1971. Three articles comparing energy use in hunting society (Eskimo), agricultural society (New Guinea), and industrial society (United States), and articles on the role of energy in human life, energy resources of the earth, conversion of energy, decision making in the production of energy.

This entire issue is also available as a book, *Energy and Power.* W. H. Freeman, 1971. Paperback, $3.50.

12. *Senior Scholastic.* February 14, 1974, issue. How the energy crisis may affect the student, world politics of oil, future sources of energy, energy dictionary, and crossword puzzle.

13. *Smithsonian.* "How To Cut Fat out of Your Home Energy Budget,"



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March 1974; "Nobody Yet Knows What To Do With Radioactive Wastes —the Most Lethal and Long-Lasting of Poisons," April 1974.

14. *Solar Energy Digest.* Monthly newsletter devoted to ways to use the sun's power. Annual subscription, $27.50. (Order from P.O. Box 17776, San Diego, CA 92117.)

Books and Pamphlets

1. *Careless Atom.* Sheldon Novick. Dell, 1970. Paperback, $2.25.

2. *The Coming Age of Solar Energy.* D. S. Halacy, Jr. Harper & Row, rev. ed., 1973. $7.95.

3. *The Contrasumers: A Citizen's Guide to Resource Conservation.* Albert Fritsch. Praeger, 1974. Paperback, $3.50.

4. *Direct Use of the Sun's Energy.* Farrington Daniels. Ballantine. Paperback, $1.95. Aimed at realistic problems.

5. *Eco-Antics.* Mabel Hammersmith and Laura Watkins. Girl Scouts of the U.S.A., 1974. $1.25. Booklet of ideas and activities about the environment for fifth and sixth graders. Cat. No. 19-9897. (Order from GSA, 840 Third Ave., New York, NY 10022.)

6. *The End of Affluence.* Paul R. and Anne H. Ehrlich. Ballantine, 1974. Paperback, $1.50.

7. *Energy: A Crisis in Power.* John Holdren and Philip Herrera. Sierra Club Books, 1972. Paperback, $2.75.

8. *Energy and Power.* Albert Hinkelbein. Watts, 1971. $5.95. For grades seven and up.

9. *Energy and the Future.* American Association for the Advancement of Science, 1973. Long-range picture of scientific and technological bases of energy dilemma. Also, *Energy: Uses, Conservation, and Supply,* 1974. Both are $4.95 in paperback. (Order from AAAS, 1515 Massachusetts Ave., N.W., Washington, DC 20005.)

10. *Energy Crisis in America.* Robert A. Diamond, ed. Congressional Quarterly, 1973. Excellent wide-ranging discussion with good charts, tables, and summaries. Paperback, $4.50. Also, *Continuing Energy Crisis in America,* January 1975. Paperback, $5 (tentative). (Order from Congressional Quarterly, 1414 22nd St., N.W., Washington, DC 20037.)

11. *Environmental Crisis: What You Can Do.* NEA, 1970. A checklist and resource guide. Pkg. of 30 leaflets. $1.50; Stock No. 0619-4-0E. May be used with filmstrip, *Environmental Crisis: What the Individual Can Do.* 17 min., $15; Stock No. 0613-5-0E.

Environmental Education: An Annotated Bibliography of Selected Materials and Services. NEA, 1974. $1; Stock No. 1329-8-0E. (Order from NEA Order Dept., Academic Bldg., Saw Mill Rd., West Haven, CT 06516.)

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13. *The Last Play: The Struggle To Monopolize the World's Energy Resources.* James Ridgeway. Dutton, 1973. $10. An exposé.

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15. *Man and His Environment: An Introduction to Using Environmental Study Areas.* NEA and American Association for Health, Physical Education, and Recreation, 1970. $1.75; Stock No. 0618-6-0E. Describes new means of environmental education. May be used with filmstrip, *Man and His Environment: A New Approach to Environmental Education.* 14 min., $17. Stock No. 0614-3-0E. (Order from NEA Order Dept., Academic Bldg., Saw Mill Rd., West Haven, CT 06516.)

16. *Meet the Press.* NBC broadcast, April 14, 1974. Transcript of interview with Dixy Lee Ray, (then) chairman, Atomic Energy Commission. (Send a stamped, self-addressed envelope and 10¢ for each copy to Merkle Press, Inc., Box 2111, Washington, DC 20013.)

17. *Only One Earth: The Care and Maintenance of a Small Planet.* Barbara Ward and René J. Dubos. Norton, 1972. $6. Reflects concepts of many scientists at the UN Conference on the Human Environment.

18. *Our World in Peril: An Environment Review.* Sheldon Novick and Dorothy Cottrell, editors. Fawcett World, 1971. Paperback, $1.50.

19. *Nuclear Energy: The Morality of Our National Policy.* William H. Millerd. Center for Science in the Public Interest, 1974, Paperback, $4. (Order from The Center, 1779 Church St., N.W., Washington, DC 20036.)

20. *Recycle? In Search of New Policies for Resource Recovery.* League of Women Voters, 1972. Publication No. 132; 75¢. Also ask for free publications catalog. (Order from the League, 1730 M St., N.W., Washington, DC 20036.)

21. *Solar Energy Directory.* Carolyn M. Pesko, project director, 1974. Catalog of manufacturers of solar equipment, institutions involved in solar energy R & D, and current solar projects; bibliography. $15, prepaid orders only. (Order from Environmental Action of Colorado, Univ. of Colorado, 1100 14th St., Denver, CO 80202.)

22. *Survival Scrapbook 3: Energy.* Stefan A. Szczelkun. Schocken, 1973. Paperback, $3.95. Practical ways to use less nonrenewable energy and more renewable energy.

23. *Teaching Environmental Education with a Focus on Values.* 1972. 40¢. *Values Clarification Strategies for the Energy Crisis.* 20¢. Both by Clifford E. Knapp. (Order from National Humanistic Education Center, Upper Jay, NY 12987.)

24. *Tips for Energy Savers.* Ways to save energy at home, on the road, and in the marketplace. *Tips for the Motorist: 30 Good Ways To Make Gas Go Further.* Up to 50 copies of each are available free to teachers. (Obtain from Office of Communications and Public Affairs, Federal Energy Administration, Benj. Franklin Sta., Washington, DC 20461.)

25. *Toward Responsible Energy Policies.* A joint policy statement of the American Gas Association, American Petroleum Institute, Atomic Industrial Forum, Inc., Edison Electric Institute, National Coal Association, March 12, 1973. (Obtain from American Petroleum Institute, 1801 K St., N.W., Washington, DC 20006.)

Curriculum Guides

1. *Energy and Society.* Top-notch teacher/student-produced curriculum modules for senior high school. Multidisciplinary activities. (Obtain information from David Harrison, Div. of Environmental Education, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850.)

2. *Energy Choices for Now—Saving, Using, Renewing: An Introduction to Energy in the Environment.* Student workbook (64 pp.) and teacher's manual (12 pp.) with information on energy sources. Junior and senior high school. $3.50; Stock No. 1342-5-OE. (Order from NEA Order Dept., Academic Bldg., Saw Mill Rd., West Haven, CT 06516.)

3. *Energy Crisis Teaching Resources.* Includes teacher information and classroom, all-school, and home activities for energy conservation. Supply limited. (Obtain from Oregon State Dept. of Education, 942 Lancaster Dr., N.E., Salem, OR 97310.)

4. *Environment and Population—A Sourcebook for Teachers.* NEA, 1972. Presents concepts and classroom activities for use by junior and senior high school teachers. Multidisciplinary. Cloth, $5.25, Stock No. 0615-1-0E; paper, $3.75, Stock No. 0616-X-0E.

Guide to Planning and Conducting

Environmental Study Area Workshops. NEA in cooperation with National Park Service, 1973. Tells how to develop workshops for teachers on outdoor sites. $2.25; Stock No. 0617-8-0E. (Order from NEA Order Dept., Academic Bldg., Saw Mill Rd., West Haven, CT 06516.)

5. *Living Within Our Means: Energy and Scarcity.* Two booklets: K-6, 7-12. Well-organized teacher manuals with many excellent student activities. (Obtain information from New York State Education Dept., Environmental Education, Albany, NY 12224.)

6. *Project Ecology, ESEA III.* Energy/ecology/careers/futures PAKS (units) for K-3 and secondary levels. $2.50. (Obtain list of PAKS from Dept. of Instruction, Highline Public Schools, P.O. Box 66100, Seattle, WA 98166.)

Science Kits, Plans, Catalogs, Posters, Games

1. Do-it-yourself plans available for $1.50 each for making solar still, water heater, cabinet dryer, cheap wind machine for pumping water. Plan for swimming pool heater available for 65¢. (Order from Brace Research Institute, MacDonald College of McGill University, Ste-Anne de Bellevue, Quebec, Canada H9X 3M1.)

2. Catalog of environmental simulation games. 75¢. (Order from SAGA, 4833 Greentree Rd., Lebanon, OH 45036.)

3. Catalog of solar model kits and plans and pollution kits. (Order from Edmund Scientific Co., 555 Edscorp Bldg., Barrington, NJ 08007.)

4. Solar energy packet which includes reprints, bumper stickers, buttons, and EARS catalog on solar energy. $3.60. Catalog only, 25¢. (Order from Environmental Action Reprint Service [EARS], 1100 14th St., Denver, CO 80202.)

5. Two posters by Biotechnic Press, showing designs for underground greenhouse and free-form house, both solar heated. 75¢ each including postage and handling. (Order from Tools for Living, c/o Harper's, 2 Park Ave., New York, NY 10016.)

Films, Filmstrips, Slide Sets

Energy Crisis: What We Can Do! American Alliance for Health, Physical Education, and Recreation. Fifteen-minute sound color filmstrip featuring federal officials, members of Congress, and conservation leaders. Filmstrip and record, $18.50; Stock No. 246-25692. Filmstrip and cassette, $20.50; Stock No. 246-25694. Postage and handling included. (Order from AAHPER, 1201 16th St., N.W., Washington, DC 20036.)

Since much of the visual material now available in the schools is outdated and emphasizes heavy use of nonrenewable energy sources, we recommend that teachers review carefully all audiovisual material dealing with energy use and procure new films, filmstrips, and slide sets as good ones become available. □

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THE LAW AND TEACHER RIGHTS

Confidentiality of Student Records

As a result of the Family Educational Rights and Privacy Act of 1974, institutions receiving federal education funds (including preschools, schools, colleges and universities, and state education agencies) must review their record-keeping policies. They must also develop criteria to determine appropriate content for student files. Violations may lead to loss of funds.

The law—also known as the Buckley Amendment—permits parents and students over age 18 or attending a postsecondary institution to inspect "any and all official records, files, and other data directly related to their children" or to them.

At a hearing, parents and students may challenge the inclusion of inaccurate, misleading, or otherwise inappropriate material. In addition, no one except a school official or a teacher with a "legitimate educational interest" may see such records without written parental consent. Parents and students must also be notified in advance of the school's or agency's compliance with a judicial order or subpoena for records.

Cumulative records usually contain a great deal more than grades, attendance figures, and standardized test results. They often encompass unsubstantiated comments about student behavior, medical and psychological reports from other agencies (the police and the courts), and information about parents' social and political views and personal behavior. And in the past, although parents and students have frequently been denied access to these files, they often have been made available to government and private agencies.

To date, only a few states have statutes dealing with the privacy rights of students and parents. In April 1974, the National Committee for Citizens in Education reported that in most states the following issues are left to the discretion of school districts: outside agency access to school files, parents' right to inspect written records, and specific content for inclusion in files.

NEA is now actively working with other organizations and the Department of Health, Education, and Welfare in developing guidelines and regulations for enforcement of the new bill.

In 1971, NEA approved *The Code of Student Rights and Responsibilities,* which stresses that students have the right "not to be labeled for life by their records at any stage of their development" and that the "interest of the student must supersede all other purposes to which records might be put." The Code calls for recording information and for continual review of the files but suggests that everything except essential data (e.g., records of grades and attendance) be destroyed upon a student's graduation from high school or institution of higher education.

Similarly, NEA's Bill of Teacher Rights (1973) states that the individual teacher has the right to "safeguard information obtained in the course of professional serv-

ice." This would proscribe such practices as posting of student grades and divulging information about the personal life of a student in letters of recommendation or to colleagues unless for a professional purpose.

Recently, educators have been asked to assist in providing information concerning students for computerized systems which may violate students' rights of privacy. In Michigan, for example, school districts have been among many agencies asked to provide a wide range of personal data on students for inclusion in a computerized records system funded by the U.S. Department of Justice.

The proposed system—MYSIS—was developed under state supervision as a prototype for similar programs in each of the states and would provide exchange of information between state and local enforcement agencies, public and private youth service agencies, and the public schools' disciplinary record systems. Although MYSIS is purportedly being set up to identify, provide, and evaluate services for youth who go through the courts, many educators and association leaders fear that such massive accumulation of information will lead to misuse of data.

Certain students are particularly vulnerable to computerized data systems which encourage labeling, especially those containing evaluative comments (usually negative) and police-contact records. These include the physically handicapped; student activists; those who have been suspended or expelled from school; and those who have been labeled as hyperactive, emotionally disturbed, or mentally retarded.

In another state, a number of school districts have been asked to supply, without parental consent, names of students in drug-abuse prevention programs and in classes for unwed mothers, as well as those who have a history of drug abuse, delinquency, or potentially disabling emotional or physical handicaps. In still another state, six-year-old children can be labeled as "predelinquent" and become statistics in state juvenile record systems.

Although security of computerized data may be at least partially safeguarded through use of passwords by authorized users and other means, computer experts admit that even the best systems—those which do not share data with other agencies—can be broken by use of a password key and scrambling data. The important issues appear to be what data (and how much) should be placed in computerized systems, to what extent personal information from various sources should be included in the files, and who should be entitled to have access to such data and for what ends.

As teacher associations become more aware of the provisions of the Buckley Amendment and the dangers of infringing on students' rights to privacy, they will need to negotiate contract provisions to deal with these issues and to ensure that teacher rights are safeguarded in any adopted policies.

As this article goes to press, Senators James Buckley and Claiborne Pell have announced plans to alter the new law by proposing amendments that will guarantee the confidentiality of existing letters of recommendation; permit students to waive their right to see selected docu-

(Continued on page 100)

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(Continued from page 99)

ments, such as letters of recommendation; restrict the right of students to see their parents' confidential financial statements submitted to colleges; and permit colleges to send grades to parents of students who are still classified as dependents.

—The DuShane Emergency Fund, NEA Teacher Rights.

The 1974 NEA Representative Assembly passed these resolutions:

- The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges its affiliates to seek legislation that provides this privilege and protects both educators and students.
- The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance.

"I triple-checked the number of books. Here are all three answers."

BOOKS

Children and Youth in America —A Documentary History edited by **Robert H. Bremner.** Harvard. 2,038 pp. Vol. 1, $15. Vol. 2 (2 books), $30. Vol. 3 (2 books), $40.

It has long been accepted as an article of faith that America is, if not a child's paradise, then at least an intensely child-centered nation. Universal education—a national triumph by any yardstick—is usually described by historians as proof that the children's welfare was uppermost in everyone's mind.

And yet, American history books, even when they report the progress (and it was slow for many decades) toward compulsory school attendance, offer few glimpses of actual youngsters—or their teachers—in real classrooms. And the accounts of the laws which at long last ended the exploitation of children in the mines and the sweatshops usually are even less explicit about the long uphill fight the opponents of child labor faced well into the present century when such labor was no longer needed for economic reasons.

This great void about the lives of children in American society and about the laws and actions affecting those lives has now been filled with the completion of a massive three-volume documentary history of *Children and Youth in America.* Its editor, Robert H. Bremner, and his associates, John Barnard, Tamara K. Hareven, and Robert M. Mennel, have collected what seems like an almost limitless treasury. Much of the material included has been hitherto unknown and even more of it, though available in scattered places and in out-of-the-way records, had been virtually unavailable to professional educators.

The scope of this collection is broad and varied. Its contents reflect the changes in American society's ways of looking at children, and in doing so they also reflect the goals, values, and deficiencies of that society itself. For example, the early volumes which chronicle the conditions of individual children and families provide glimpses of how youngsters lived, what it was like to go to school, and—by way of painfully real eyewitness accounts—what it meant to labor in the textile mills in Massachusetts.

As the collection moves forward to the present, the focus shifts increasingly to the bureaucracies dealing with children, and the selections favor reports, conferences, and legislative actions as the editors quite naturally find themselves overwhelmed by a civilization dominated by administrators and government.

To note the trend to greater depersonalization implies no criticism of the work; on the contrary, the editors faithfully held up the mirror to a world whose priorities they tried to capture. It is not surprising that a society that gave rise to the organization man would also create the organization child.

It would be futile to try to summarize the content of this wide-ranging work. But it is possible to suggest that the collection is an extraordinary new resource for those whose personal and professional lives are devoted to children. No library intended to serve educators and others concerned with the condition and problems of children should henceforth be without these books.

The best part of these volumes is the voices of those for whom the New World was indeed a land of opportunity and those who, like Leonard Covello, found themselves involuntarily rechristened because their teachers could not pronounce or simply would not tolerate a foreign name like Leonardo Coviello. Leonardo, and thousands like him, were homogenized and often estranged from their parents. For better or for worse—who is to judge? But Bremner's diligence has carried together the evidence that will at least make the debates more rational and the future writings of educational history more factual and, one must hope, more considerate of the children's part in the American past.

(Continued on page 103)

ENERGY!

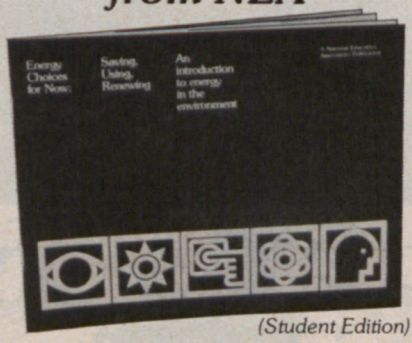
Curriculum materials for middle grade students from NEA

From the first chapter—"What's It Got To Do With Me?"—to the last chapter—"Future Choices and You"—these new NEA publications concentrate on the power each of us has in our own hands to help decide the quality of all our lives.

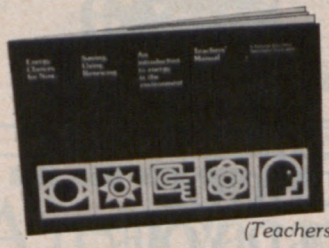
Energy Choices for Now: Saving, Using, Renewing is an introduction to energy in the environment for supplementary use in social studies and science classes, or as resource and core materials for mini-courses.

In the past year we have been bombarded with Presidential speeches, TV specials and newspaper editorials on the various aspects of the present energy situation. Advertisements told us to "dial down" and "slow down." Electric bills went up. Street lights went out.

It took all this and gas station lines at 5 a.m. to wake us up to the role energy plays in our lives.



(Student Edition)



(Teachers' Manual)

Energy Choices for Now has been designed to provide a variety of viewpoints to enable students to analyze, evaluate and decide upon the energy alternatives open now and in the future.

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Related NEA Environmental Education Resource Materials for Teachers

Environment and Population: A Sourcebook for Teachers provides supplementary material to be integrated into existing curricula. Concepts developed in each subject area are closely related to those developed in other areas.

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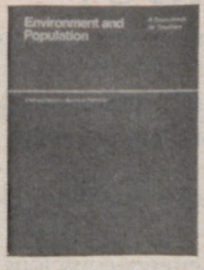

Environmental Study Area Workshops is a basis for facilitating commitment to on-going environmental education because it leads teachers, resource managers, and environmental specialists to explore the environmental study area as a learning laboratory. Chapters include "Assumptions About Learning as Guidelines for Designing ESA Workshops," "Pre-Workshop Activities," "The Workshop Design Process," "Conducting the Workshop," "Workshop Follow-Up" . . . and are extended by "Selected References."
52 pages.

Mail to: **NEA Order Dept., The Academic Building Saw Mill Road, West Haven, CT 06516**

Quantity	Title	Price
_____	Energy Choices for Now (examination set). Includes one copy of the Student Edition, and one copy of the Teachers' Manual. (1342-5–02)	$3.50
_____	Class size orders. For quantities of 20 or more copies of the Student Edition. Included FREE in each class size order shipment is one Teachers' Manual and one giant (size 37" x 50") Energy! wall chart. (1334-4–02)	$2.00
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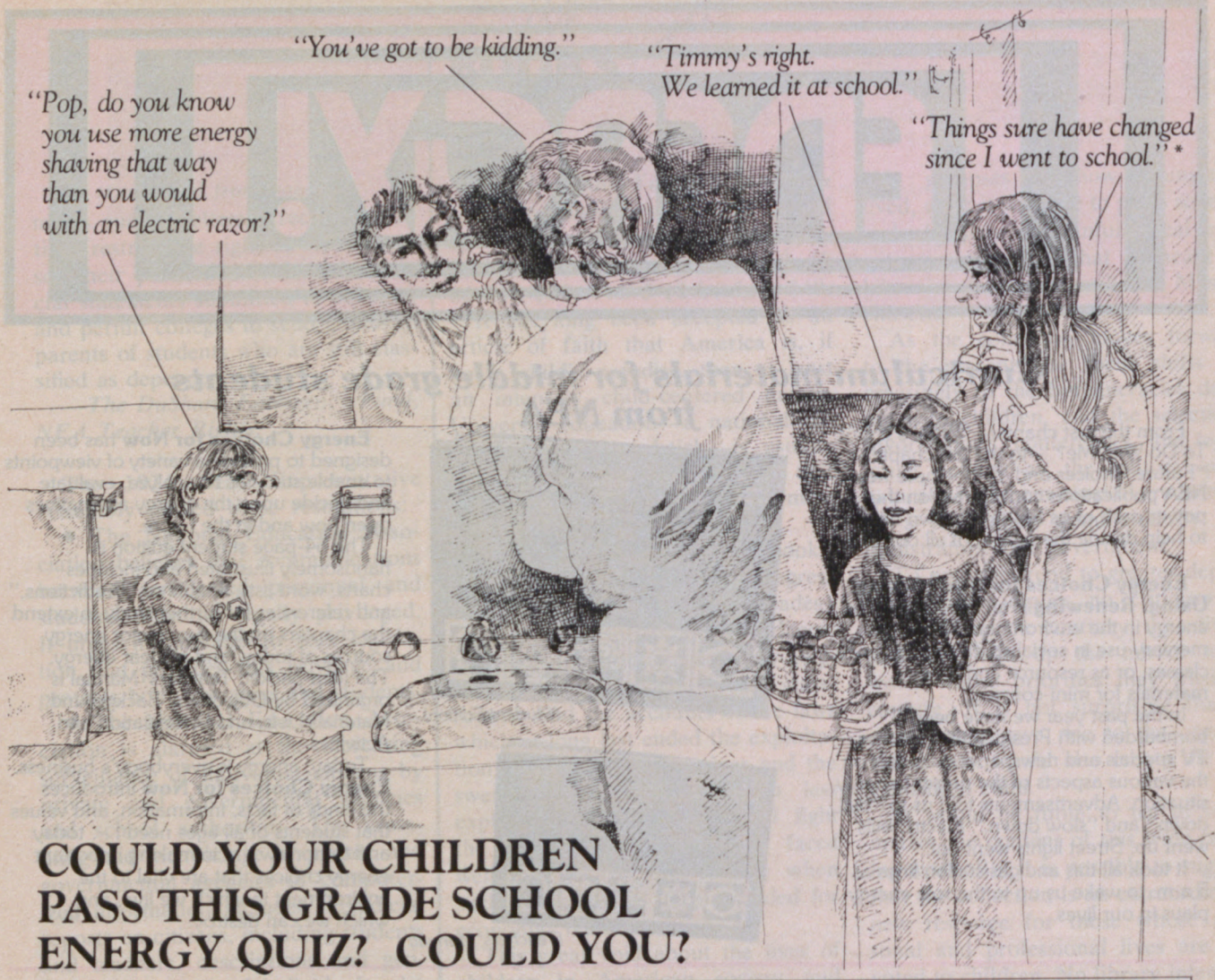
"Pop, do you know you use more energy shaving that way than you would with an electric razor?"
"You've got to be kidding."
"Timmy's right. We learned it at school."
"Things sure have changed since I went to school."*

COULD YOUR CHILDREN PASS THIS GRADE SCHOOL ENERGY QUIZ? COULD YOU?

1. The average American uses ☐2 ☐4 ☐8 times as much energy as the average person in the rest of the world.
2. Which gives you more light from the same amount of energy: ☐one 75-watt bulb ☐three 25-watt bulbs?
3. The most abundant energy resource in this country is ☐natural gas ☐coal ☐oil.
4. Most gasoline in the U.S. is consumed on car trips of ☐under 5 miles ☐5 to 10 miles ☐over 10 miles.

Chances are, when you were in school, nobody asked questions like these. Because nobody thought the answers were important.

But children today are facing an increasingly energy-conscious, environment-conscious way of life. They must have the answers. And the sooner the better.

One promising approach to energy education is a pilot program for elementary and secondary school students developed by the Bolton Institute of Washington, D.C. The idea is to get youngsters involved in energy-saving activities at home and through community workshops. It is being tested now in the New England states.

But there's much more to be done. Energy education needs the support of all of us to really take hold. That means community leaders, business people, teachers—and parents.

We're offering two booklets we think you and your children will find stimulating and fun: "Energy Conservation Experiments You Can Do", published by the Thomas Alva Edison Foundation; and "The Energy Challenge: What Can We Do?", published by Energy Conservation Research. For copies, write Conoco, Dept. C82, GPO Box 29, New York, New York 10001. And if you'd like to know more about the Bolton program and how it might be applied to your community, write directly to the Bolton Institute, 1835 K Street N.W., Washington, D.C. 20006.

Answers to quiz:
1. 8 times. **2.** One 75-watt bulb. **3.** Coal. **4.** Under 5 miles.

*We're not trying to tell you how to shave—we'd hope nobody would. We just thought you'd like the facts to choose for yourself.

Continental Oil Company conoco

The volumes range from "The New World as Refuge" to the contemporary history that began with the Roosevelt era and ends with the upheaval and the promise that followed when, at long last, the law of the land demanded the complete desegregation of the schools.

It takes patience to mine these volumes, perhaps because they are more documentary than history. But such criticism should give way at once to appreciation of a pioneering and too-long neglected task performed with diligence. Those who, in dealing with children, want to learn more about those children's past, will find in these books a wealth of knowledge. Those who write about children will henceforth find this collection an indispensable prerequisite.

Reviewed by **Grace** *and* **Fred M. Hechinger,** *co-authors of the forthcoming book,* Growing Up in America, *a history of the impact of education on American society. Mr. Hechinger is a member of the editorial board of the* New York Times.

Must We Educate? by **Carl Bereiter.** Prentice Hall. 140 pp. $6.95. Spectrum, paperback, $2.45.

Teachers might not agree with the conclusions of Carl Bereiter's *Must We Educate?* but that is precisely why they should read it. Bereiter's analysis centers on what he considers to be the chief problems of the public school system and suggests solutions to those problems.

The basic difficulty, he suggests, is that schools are trying to *educate* children and young people and that no system ought to have the right to do so. (Bereiter asserts: "to educate a child is to act with the purpose of influencing the child's development as a whole person.") What the elementary school ought to do, he says, is to undertake a combination of child-care activities and skill training. He argues that the average teacher presently tries to do both with varying degrees of success. The author cites programs for disadvantaged preschool

(Continued on page 104)

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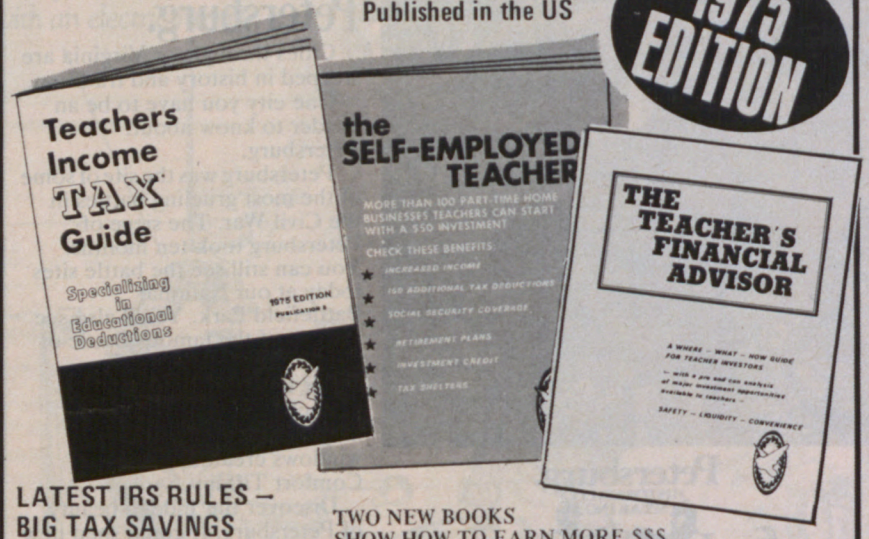
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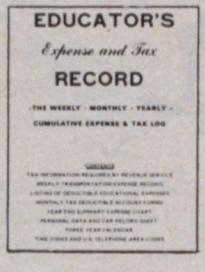

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children which report success in skill training by increasing achievement motivation.

Bereiter does raise some interesting questions concerning the present system. What kinds of freedom ought students to have concerning their own education? How should conflicts between parents and children be resolved? What alternative community learning resources might be made available to future generations? Could individuals more profitably spend the period of secondary and postsecondary education in situations other than in schools?

Bereiter joins a long list of those who suggest "what is to be done." His book should prove interesting to teachers not only for the questions it raises but also for the solutions it proposes.

Reviewed by **Mary McBride,** *social studies teacher, the Woodlawn Project, Arlington (Virginia) Public Schools.*

Inside Soviet Schools by **Susan Jacoby.** Hill and Wang. $8.95.

Some Americans have lauded the superiority of Soviet schools. Jacoby exposes many of these mistaken notions and contrasts them with the realities of Soviet schools.

The author, the wife of an American correspondent, spent two years in Moscow as a free-lance writer. Her knowledge of Russian and her desire to learn about Soviet schools has produced an interesting and realistic look at their schools and the educational system. She makes comparisons with American schools, although she was unable to visit many rural schools, especially in Siberia and elsewhere in Asia.

Some of the facts that Jacoby brings out about schools are as follows: There is disparity between the education offered in rural and urban schools. Schools are subject to much centralized control, and local groups have little control over their schools. Bilingual education is a stated goal, but less than a third of Soviet children attend bilingual schools. Schools

differ, even in the same city, and there is educational disparity among the various areas of the country. Political control of education does not eliminate the human factors. Academic standards are not more rigorous than in the United States; titles of courses are not truly indicative of the content. School dropouts exist and universal secondary education is not yet a reality. National minorities do not do as well in school as the majority. The family, rather than the school, is the basic instrument for the rearing of children in the Soviet Union.

These and many more facts expose the many myths we have of Soviet education. However, the Soviet schools are officially committed to broad educational opportunity for all, and thus our schools have more in common with them than with many other educational systems in the world.

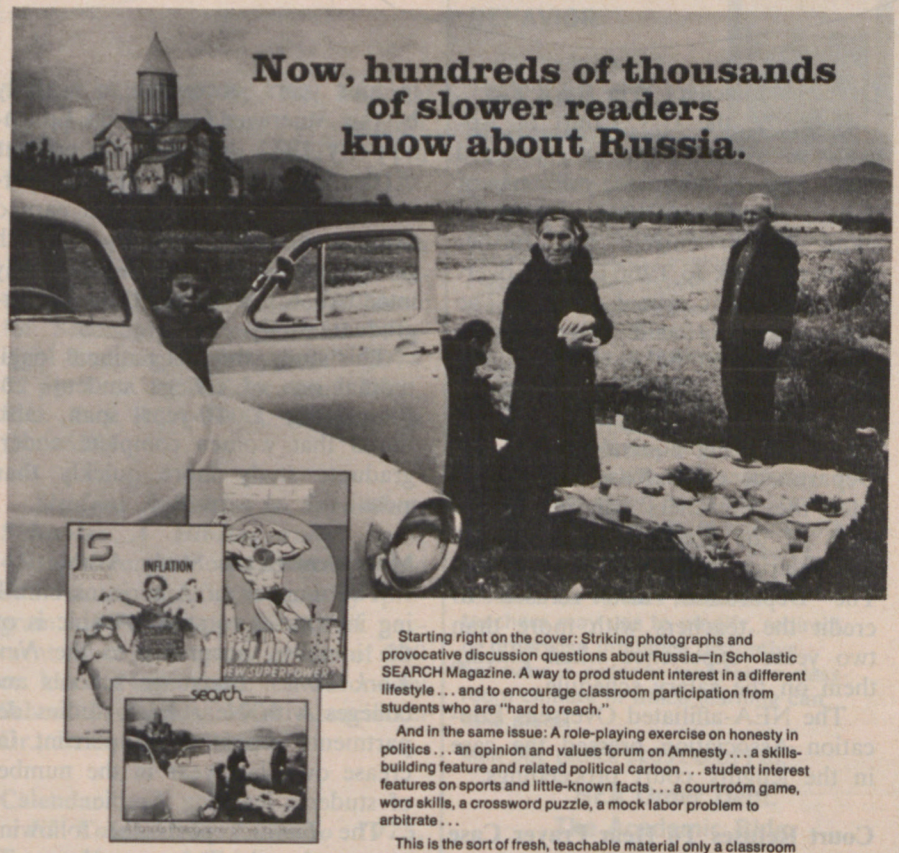
Inside Soviet Schools covers most aspects of elementary and secondary education, pointing out the good and the bad, by our standards. It details how American advances in mathematics and science teaching have caused consternation among Soviet educators and others who have called for the reform of Soviet education in order to keep up with us.

The descriptions of elementary and secondary schools are very good; the discussion of the realities of educational opportunities is incisive; the comparisons are thought-provoking.

The powerful and influential Educational and Scientific Workers Union is not mentioned, although that organization has a great deal to say about what happens in the Soviet schools. Very little is included about the Young Octobrists, the Young Pioneers, and the Komsomol. These after-school organizations are very influential in school discipline and in preparing for the future.

Inside Soviet Schools provides an interesting, objective look at Soviet education.

Reviewed by **Braulio Alonso,** *director, International Relations, NEA.*



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DEVELOPMENTS

Overseas Teachers Win Back Pay

Recently, the U.S. Court of Appeals in Washington, DC, ordered back pay running to millions of dollars plus future salary equity for some 20,000 current and former teachers (back to 1966) in the overseas dependent school system. The ruling basically said that overseas teachers should be paid the equivalent of their stateside counterparts.

Despite 1966 Congressional legislation requiring equivalent pay, the Department of Defense had calculated these teachers' salaries on the basis of the preceding year's stateside salaries in comparable districts. The Department also refused to credit the teachers with more than two years' experience when placing them on the salary schedule.

The NEA-affiliated Overseas Education Association pressed the case in the lengthy court proceedings.

Court Refuses To Hear Prayer Case

Recently, the U.S. Supreme Court let stand state court decisions to permit the Mt. Lebanon School District in Pennsylvania to include an audible invocation and benediction in its high school commencement exercises. A lower court had ruled that voluntary attendance at the ceremony was a key to the constitutional issue.

Food Day Scheduled for April

Food Day—April 17, 1975—hopes to alert the public to key problems related to the food supply just as Earth Day called attention to environmental issues. The Center for Science in the Public Interest is leading this national movement.

For more information on Food Day, including how the schools can be involved, contact the Food Day Office at 1785 Massachusetts Ave., N.W., Washington DC 20036.

How Many Who Enter College Earn Degrees?

About half the students who entered college as freshmen in 1961 and 1966 earned bachelor's degrees in four years, according to a study by the American Council on Education. By 1971, however, 80 percent of the 1961 freshmen and 60 percent of the 1966 group had earned degrees, and the majority of both groups who had not indicated they intended to continue their undergraduate study.

This study, the first national longitudinal one of college students encompassing a 10-year span, also found that women complete undergraduate study more quickly than men.

More Americans Study Arabic

The number of Americans enrolling in courses to study Arabic is on the increase, according to the *New York Times*. Language schools and colleges with Near East studies departments report a 50 percent increase over last year in the number of students learning Arabic.

The *Times* reports the following reasons for the increase: the growing industrialization of the Arab states, which promises business and job opportunities; first and second generation Arabs in America are showing new interest in their heritage; and other Americans seem to desire to learn more about Arabs.

Origins of Minicourses

Teachers were the main originators of minicourses in 47 percent of the schools in a survey of public high schools in Illinois. Building administrators accounted for ideas in 37 percent of the schools; central administration people, in 10 percent; students, in 3 percent; and "other," in the remaining 3 percent.

The source of the idea had little bearing on its eventual fate. Success or failure apparently depended on how well the idea fit into the school program.

High School Seniors and College

The proportion of high school seniors with definite plans to attend college decreased during 1972-73, according to the Bureau of the Census. Its report shows that 42 percent of the 3.4 million seniors in October 1973 had definite plans to attend college. During the previous year, 45 percent of the 3.3 million seniors had such plans.

This decline is consistent with a decline in college participation rates among 18- and 19-year-olds over the past four years, the report states.

Energy Savings in Schools

Energy savings up to 50 percent can be attained in school buildings without adversely affecting the quality of education, according to a study by the National Science Foundation. Since educational structures represent 7 percent of all building area in the country, these savings can be considerable, the report says.

Recommendations for saving energy include designing lighting so that it can be turned off when not in use, constructing schools so that maximum benefit can be derived from natural light and ventilation, and revising building codes.

Music in Our Schools Day

March 13, 1975—the first Music in Our Schools Day—will be dedicated to young people who make music, listen to it, and learn about it in the schools. The Music Educators National Conference, an NEA national affiliate, is sponsoring the Day. NEA is one of 25 officially cooperating national organizations.

For more information, contact Director of Public Relations, MENC, 8150 Leesburg Pike, Vienna, VA 22180.

Predicting Drinking Problems

Drinking habits of teenagers and those in their early 20's predict drinking patterns for the same groups in their middle age, according to a Rutgers University alcohol research specialist whose study began with data collected by two other researchers in 1949-52 on 17,000 college students. It continued in 1971-72 with interviews of about 200 of the same people.

FREE OR INEXPENSIVE

Bibliographies and Catalogs

The following are available free from Educational Record Sales, 157 Chambers St., New York 10007.

Classroom and Library. Lists records, cassettes, transparencies, filmstrips in all subject areas on the junior and senior high level. 124 pp.

Primary and Intermediate. Lists records, cassettes, filmstrips. 108 pp.

Film. Lists 1,300 16mm motion pictures in 70 subject areas. 1973. 52 pp. $1. New York University Film Library, 26 Washington Pl., New York 10003.

Films & Publications for 1974/1975. Lists films and publications which have grown out of research and development efforts of the Institute for Development of Educational Activities, Inc. Titles on in-service and elementary and secondary education. 1974. 18 pp. Free. IDEA, P.O. Box 446, Melbourne, FL 32901.

Media Five: Films for Teachers. Listings in human relations, discipline, and teaching strategies. 18 pp. 1974. Free. Media Five, 1011 N. Cole Ave., Hollywood, CA 90038.

1974 Instructional Materials: Secondary Level. Lists filmstrips, slides, transparencies, 8mm loops, recordings, study prints, media kits in major subject matter areas. Produced by Singer Company's Society for Visual Education. 1974. 99 pp. Free. Society for Visual Education, Inc., Dept. #74-12, 1345 Diversey Parkway, Chicago, IL 60614.

1975 Filmstrip Catalogue: ACI Films. Listings in language arts, art, math/science, safety, vocational guidance, and vocational education. 1975. 16 pp. Free. ACI Films, 35 W. 45th St., New York 10036.

Resources for English and the Language Arts: 1974-1975 Catalog of Publications. Lists books, cassettes, recordings, and other materials published by the National Council of Teachers of English. 1974. 64 pp. Free. NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

School and Library Catalog 1974. Lists RCA records under categories such as "Adventures in Music for Secondary Schools" and "Foreign Language Instruction." 1974. 72 pp. Free. RCA Educational Dept., P.O. Box RCA-1000, Indianapolis, IN 46291.

Student Activities in Secondary Schools: A Bibliography. Some 450 references on designing and maintaining a student activity program. 1974. 86 pp. $2. (Full payment must accompany orders of $10 or less.) Natl. Assn. of Secondary School Principals, 1904 Association Dr., Reston, VA 22091.

Calendar

El Calendario Chicano 1975. Traces history of Chicano movement. $1.50; 10% institutional discount for purchases of 5 or more. (All orders must be prepaid. Make checks payable to El Calendario Chicano.) Southwest Network, 1020 B St., Suite 8, Hayward, CA 94541.

Elementary

World Traveler. High-interest full-color magazine for "slow readers." Single copy, 30¢; set of 10 issues, $2.75. P.O. Box 3618, Washington, DC 20007.

Social Studies

Above Ground Archaeology. Encourages young people to conserve historic and prehistoric sites. Publication of booklet sponsored by the American Revolution Bicentennial Commission. 1974. 16 pp. 60¢. Y 3.AM 3/6: 2 AR2 S/N 2405-00528. Superintendent of Documents, Govt. Printing Office, Washington, DC 20402.

The Assassination of John Fitzgerald Kennedy: An Annotated

(Continued on page 108)

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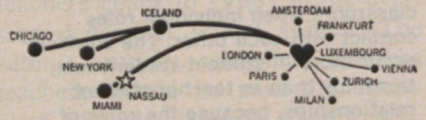

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Bibliography. Reprint from the *Wisconsin Magazine of History*. 1973. 16 pp. $1 (plus 25¢ handling and mailing charges). State Historical Society of Wisconsin, 816 State St., Madison 53706.

The Newspaper in the American History Classroom. Teacher's guide. Contains 14 lesson plans, using daily newspapers, on issues of importance throughout U.S. history. 1974. 50 pp. $1.75. American Newspaper Publishers Assn. Foundation, P.O. Box 17407, Dulles Intl. Airport, Washington, DC 20041.

Teachers and Teaching

Getting the Most out of Our Schools. 1973. 16 pp. 1-99 copies, 50¢; 100-499, 35¢; 500-2,999, 30¢. "Schools," Christian Science Monitor, P.O. Box 527, Back Bay Station, Boston, MA 02117.

Improving Marking and Reporting in Classroom Instruction. Information on criterion-referenced marking and reporting. 1974. 58 pp. $1.50. Macmillan Publishing Co., Inc., 866 Third Ave., New York 10022.

Six Cents a Day. Filmstrip with cassette narration. Deals with developments in the production of instructional materials for schools. Free to educators. For information: Assn. of American Publishers, 1 Park Ave., New York 10016.

Solving Behavior Problems. Revised ed. Child behavior that creates classroom difficulties and solutions the teacher can work out. 1973. 48 pp. $1.95. Instructor Publications, Inc., Dansville, NY 14437.

Uses and Abuses of Standardized Testing in the Schools. 1974. 38 pp. 50¢. Council for Basic Education, 725 15 St., N.W., Washington, DC 20005.

Health and Mental Health

Animal Posters. Three pictures designed by National Clearinghouse for Smoking and Health for use in elementary schools. Antismoking message. Free. Animal Smoking Posters, Box A.R., Rockville, MD 20852.

Meet Seymour Safely: Seymour Safely Activity Book I. Illustrated teacher's guide. Health education program on vision for preschoolers, kindergartners, and first and second graders. 1974. 32 pp. $1; quantity discounts. Optometric Development Enterprises, 7000 Chippewa, St. Louis, MO 63119.

To Combat Child Abuse and Neglect. Public Affairs Pamphlet No. 508. 1974. 28 pp. 35¢. Public Affairs Pamphlets, 381 Park Ave. S., New York 10016.

When Children Need Special Help with Emotional Problems. Revised ed. Designed to help parents with emotional difficulties of their children and teachers called upon to assist families in using such help. 1974. 55 pp. $1.25 plus 45¢ for postage. Child Study Press, 50 Madison Ave., New York 10010.

Science

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The Science Fair Story of Electronics. Revised ed. Booklet. Traces the history of electricity. 1974. 24 pp. Free. Radio Shack stores and authorized sales centers.

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TEACHER OPINION POLL

Class Size

Among the questions in the 1974 nationwide NEA Research survey of the opinions of public school teachers was one concerning size of class.

Teachers were asked to indicate the importance of small classes to the improvement of academic achievement and social and personal development of pupils, and to job satisfaction for the teacher. Eight teachers in 10 (79.7 percent) said they believed small classes were extremely important in improving the academic achievement of pupils, and about 2 in 10 (19.1 percent) considered them moderately important. Nearly 2 teachers in 3 (64.5 percent) considered small classes extremely important for the social and personal development of pupils, and nearly 1 in 3 (31.0 percent) considered them moderately important. Three teachers in 4 (74.1 percent) considered small classes extremely important for job satisfaction for the teacher, and about 2 in 10 (22.9 percent) considered them moderately important.

When the teachers were asked how they felt about the size of the classes they were currently teaching, 49.4 percent said they were about right, and 49.8 percent said they were too large or much too large. Less than 1 percent said their classes were too small or much too small.

—*NEA Research.*

FOR YOUR INFORMATION

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The Watergate Curriculum. See page 7 for full information.

A Manual on Standards Affecting School Personnel in the United States. T. M. Stinnett. 1974. Rev. ed. Includes more data on the states and a broader range of information in tabulated summaries than did earlier versions. Provides summaries of general requirements for certificates, minimum requirements for elementary and secondary teachers, reciprocity, governance, accountability areas directly related to teacher education and certification, requirements for administrators and for auxiliary personnel. Also includes a chapter which spells out requirements for separate name certificates issued by the 50 states and Washington, DC, for regular teachers, special education teachers, administrators, supervisors, and special service personnel, and a chapter listing 1,265 teacher education institutions, indicating how each is accredited and the degree programs for which each is approved. 184 pp. $6.50. (1346-8-OE)

Today's Changing Roles: An Approach to Nonsexist Teaching. A curriculum model (K-12) to identify, explore, and evaluate the meaning of the changes in our ideas on sex roles. 108 pp. $3. (0588-O-OE)

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AFTER ALL

"Having gifts that differ according to the grace given us, let us use them . . . if service, in our serving; he who teaches, in his teaching."

Having heard Romans 12 (Revised Standard Version) read at church Sunday, a group of us—teachers and others—got to talking about this text. From the discussion came such comments as these:

"Teachers want to use the gift of teaching, but sometimes they're shortchanged on time—doing clerical chores, for example."

"And carrying the time-consuming burden of convincing the public that schools need more money."

"Speaking of money, teachers should make such good salaries that they wouldn't be tempted to take their talents away from the classroom and seek 'promotion' in school administration or outside the profession."

"A parenthetical thought: Wonder when the Bible will say, 'He *or she* who teaches, in his *or her* teaching.' "

"What *is* the gift of teaching? How can it be measured? What is the influence of the gifted teacher?"

It was the last question that we spent most time on. We reminisced about "my science teacher, who's the reason I'm a scientist today" and "my sixth grade teacher, whose only gift was a genius for making every subject dull." We talked about "my daughter's history teacher, who's trying to help her students become concerned, well-informed citizens" and "my son's teachers, who range in skill from one whose classes are chaos to one who brings out the very best in the selfsame group of kids."

That conversation took my mind back over the years to the occasions when we have called attention, in this magazine, to the influence of teachers who, according to the grace given them, used well their gift of teaching. We've published tributes to their teachers by unknown citizens and by Presidents of the United States.

Few topics have elicited a happier response, for teachers—like all other human beings—need reassurance now and then that they matter, that they make a difference.

So, once more, we're looking at the teacher's influence—this time at the influence of one teacher in particular.

Her name was Harriet Macey. She taught in East High School in Des Moines in pre-World War II days. In this white teacher's art class was a young black student, one of six children in a family no members of which had ever gone to college.

"Two weeks before my graduation from high school," he recalls, "Miss Macey asked me if I would be going to college, and I told her no, and she asked me to be in her room after school that afternoon. When I got there, she had my artwork together and asked me to go with her. She took me in her car and drove out to Drake University and put some of my work around the wall and invited some instructors in to look at it and urged that they provide me with a scholarship.

"Well, that was a good many years ago, and they decided to give me the grand sum of $50 as a scholarship, which they divided into two parts: $25 the first semester, and if I had a B average at the end of the semester, I would be entitled to the other $25. As ridiculously small as that seems, it was enough to inspire me to want to attend college.

"And I got a part-time job and paid the rest of the tuition for that first semester on a monthly basis, had a B average, and collected the second $25, which helped me through my first year of college. Then I quit college and volunteered to go into the service—it was the time of the Second World War. But I looked forward to going back to college, and the GI Bill made it much easier for me to do that.

"The significant part was that not only did Miss Macey get me started on a college education, but eventually all my brothers and sisters ended up going to college too. Her influence that afternoon triggered the chain reaction that inspired all six of us.

"As my own children got old enough to be influenced by such things, I saw to it that each Christmas we spent a portion of the day with this lady. We did that every year until she died a few years ago.

"So my sons heard the story many times and got some idea of the part she played in my life. They understood that not only did she influence me to become an art teacher, but she made the difference between my going to college or not going to college. Indeed, she had a strong, positive influence on many of her students, corresponding with dozens of us long after her retirement.

"Many years later a women's club, of which Miss Macey was a member, invited me to speak and asked her to introduce me. That was a nostalgic moment in my adult life because there were very few people that I had as much admiration for as I did Harriet Macey.

"Some people," concluded Jim Harris, this year's President of the National Education Association, "find a total school experience so satisfying that it's difficult to isolate certain individuals as having influenced them, but I always made a point of letting Miss Macey know how much I thought of her, for I could definitely pinpoint the individual and the moment that caused a turn in my school career and in my life and in the life of my family."

Harriet Macey used her gift of teaching according to the grace given her.

—Mildred Sandison Fenner, *editor,* Today's Education.

The teacher is a prophet. He lays the foundations of tomorrow. The teacher is an artist. He works with the precious clay of unfolding personality. The teacher is a citizen. He is selected and licensed for the improvement of society. The teacher is a builder. He works with the higher and finer values of civilization. The teacher is a believer. He has an abiding faith in the improvability of the human race.

—Joy Elmer Morgan, *first editor of the* NEA Journal, *1920-54.*

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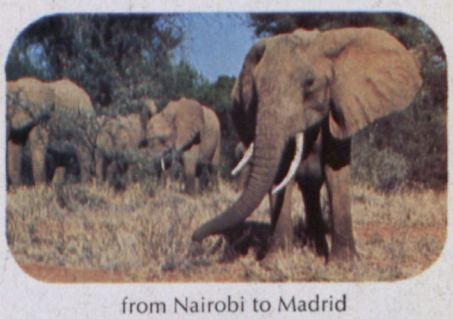

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